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# *Greenriver Regional Charter School*

Great Barrington, MA

GOVERNMENT DOCUMENTS  
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## *Final Application*

January 5, 1998

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*Greenriver Regional Charter School*  
*(formally known as Hilltop Regional Charter School)*

*Please note:*

- ▶ *The former name 'Hilltop' has been changed to 'Greenriver' due to a conflict with another institutional name.*
- ▶ *The grade designation has been revised. The first academic year will include grades 6 - 8 with grade 9 beginning in the second academic year.*





# I. Applicant Information Sheet

(This sheet must be attached to the prospectus and final application.)

This application is for a (check one):

☒ Commonwealth Charter ☐ Horace Mann Charter

(Please Type)

Name of Proposed Charter School Greenriver Regional Charter School

School Address (if known) 84 Alford Road, Simon's Rock College of Bard

School Location (City/Town) Great Barrington, MA 01230

Name of Group Applying for the Charter

Contact Person Ric Campbell and David Ornstil

Address 314 Main Street, #2

City Great Barrington State MA Zip 01230

Daytime Tel: ( 413 ) 528 - 8180 Fax: ( 413 ) 528 - 8180

E-mail:

The proposed school will open in the fall of school year: ☒ 1998-99 ☐ 1999-00

School Year	Grade Levels	Total Student Enrollment
First Year	Set-up/Planning	0
Second Year	6-8	150
Third Year	6-9	195
Fourth Year	6-10	240
Fifth Year	6-11	285

Will this school be a Regional Charter School? ☒ Yes ☐ No

School Districts from which students are expected to come (use additional sheets if necessary):

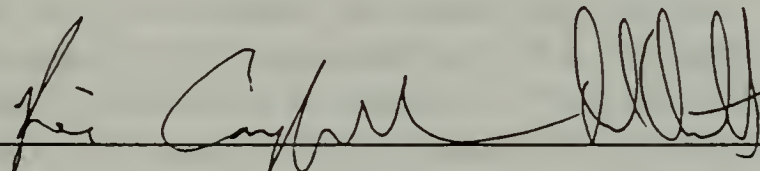
<u>Berkshire Hills Regional</u>	<u>LEE</u>	<u>LENOX</u>
<u>So. Berkshire Regional</u>		
<u>Farmington River</u>	<u>OUT-OF-STATE:</u>	<u>Chatham Central, NY</u>
<u>Richmond</u>		<u>Taconic Hills, NY</u>



### III. Commonwealth Charter School Certification Statement

Proposed Charter School Name GREENRIVER REGIONAL CHARTER SCHOOLProposed School Location (City/Town) Great Barrington, MA

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further, I understand that, if awarded a charter, the proposed school shall be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language, and academic achievement. This is a true statement, made under the penalties of perjury.

Signature of  
Authorized PersonDate 12/31/97

Print/Type Name

Ric CampbellDAVID ORNSTEIN





# GREENRIVER REGIONAL CHARTER SCHOOL

## Abstract

<i>Founding Group</i>	<i>School Name</i>	<i>Grades</i>	<i>Location</i>
David Ornstil: 413-528-8180; Fax: 413-528-2116	<b><i>Greenriver Regional Charter School</i></b>	<b>6 - 8</b> (growing to 6 - 12)	Simon's Rock College of Bard Campus 84 Alford Road Gt. Barrington, Ma 01230
Catherine Tower: 413 528-8987; Fax: 413-528-3559			
Ric Campbell: 518-392-4948; Fax: 518-392-7977			
Judy Harrigan: 413-528-3866; Fax: 413-528-5131			
Laurie Wetherbee: 413-528-2157			

### *Mission Statement*

*The mission of the Greenriver Regional Charter School is to assure each student moves beyond the mastery of content specific skills and knowledge to the mastery of the learning process itself so that all students become strategic, self-directed, successful learners.*

### **Philosophy**

At Greenriver, our mission is to develop successful, independent learners. Our philosophy, simply stated, is that this will occur to the degree that students and teachers together take the fullest responsibility for defining learning goals, for assessing progress towards these goals, and for evaluating our methods along the way. There is a primary focus at Greenriver on reflective practice and accountability for both students and teachers so that students and teachers understand how they learn best and that they acknowledge the diversity of learning styles. For students, this means increasing responsibility for their own learning as teachers guide them through a variety of strategies for acquiring and applying knowledge. Through a regular habit of metacognition grounded in reflective writing and discussion, students will become increasingly aware of what and how they learn so that essential knowledge, habits, and skills are clearly integrated into their growing awareness of themselves as learners. Larger projects will provide the necessary learning challenges for students to apply and develop their learning skills and recognize the value of their learning beyond school. Through team teaching, ongoing staff development, professional partnerships with Simon's Rock, faculty evaluation protocols, and a habit of reflective writing, teachers will continually work to guarantee that our educational purposes are central to curriculum and instruction as well as to establish assessments to evaluate how effectively these purposes are being served.

### **Key Goals and Anticipated Outcomes**

1. Increase in student population to a total of 330, grades 6-12, by the fifth year of operation.
2. Include integrated outside academic/career alternatives for students.
3. Increase collaboration with institutes of higher learning, resulting in unique educational programming, ongoing research and professional development opportunities.
4. Increase community involvement and presence in the educational program, as well as student involvement in community based projects.
5. Publish and disseminate research findings regarding efficacy of educational programs, teaching approaches, and student achievement.
6. Explore and establish alternative educational and vocational program options for students after grade 10.





# GREENRIVER REGIONAL CHARTER SCHOOL APPLICATION

## *Mission Statement*

*The mission of the Greenriver Regional Charter School is to assure each student moves beyond the mastery of content specific skills and knowledge to the mastery of the learning process itself so that all students become strategic, self-directed, successful learners.*

## Need

The Greenriver Regional Charter School (referred to throughout as Greenriver), located on the Simon's Rock College of Bard campus in Great Barrington will be situated in the heart of two regional school districts. Significant educational issues in both districts have caused parents to explore educational options. Traditionally, almost 25% of the 8<sup>th</sup> grade students at Mt. Everett choice out of the district or enter private and parochial schools in the area. Statistics reported to the school committee in 1995 stated that an average of only 56% of the 9<sup>th</sup> grade students graduated with their class. In 1993, only 31% of graduating seniors had post graduate plans of attending 4 year colleges while the state average was 49.5%. Of the graduating seniors, 38% entered the work force without post graduate plans while the state average is only 17%. The Berkshire Hills Regional School District reports 1995 S.A.T. scores below the state average in both math and verbal while per pupil expenditures are above the state average. Overcrowding of many classes have resulted in reduced attention to individual student's needs.

In addition to the statistical evidence that supports the need for an innovative, educational alternative, a disturbing statistic has been emerging. Students who enter post graduate institutions are not being successful are leaving before the completion of their first or second year. While an exact statistic is not available from the local district, this has been noted in two year follow up surveys completed by guidance departments. This has also been a concern articulated by more and more parents in both districts. While becoming proficient with course content, students are not developing metacognitive skills that allow them to be aware of themselves as learners or specific learning strategies to overcome learning obstacles encountered on the post graduate level. Students who have been successful in structured environments with clearly laid out expectations are not necessarily successful when they must function as self-initiating learners. Clearly there is a need to ensure more students have the academic foundation and motivation to pursue higher education and, more importantly, to ensure students become independent learners by focusing on the process of learning and helping students to learn how to learn.

## Educational Program

### **Philosophy**

At Greenriver, our mission is to develop successful, independent learners. Our philosophy, simply stated, is that this will occur to the degree that students and teachers together take the fullest responsibility for defining learning goals, for assessing progress towards these goals, and for evaluating our methods along the way. There is a primary focus at Greenriver on reflective practice and accountability for both students and teachers so that students and teachers understand how they learn best and that they acknowledge the diversity of learning styles. For students, this means increasing responsibility for their own learning as teachers guide them through a variety of strategies for acquiring and applying knowledge. Through a regular habit





of metacognition grounded in reflective writing and discussion, students will become increasingly aware of what and how they learn so that essential knowledge, habits, and skills are clearly integrated into their growing awareness of themselves as learners. Larger projects will provide the necessary learning challenges for students to apply and develop their learning skills and recognize the value of their learning beyond school. Through team teaching, ongoing staff development, professional partnerships with Simon's Rock, faculty evaluation protocols, and a habit of reflective writing, teachers will continually work to guarantee that our educational purposes are central to curriculum and instruction as well as to establish assessments to evaluate how effectively these purposes are being served.

## **Approach**

The Greenriver program puts its primary focus on the individual learner - helping students to better understand themselves as learners, to recognize their strengths, and to address their weaknesses effectively. The Personal Learning Plan (PLP) will be the tool for setting each student's learning goals and designing each student's educational program. Much like the Individual Education Plan (IEP), the PLP provides a comprehensive profile of each student that is used for curriculum and program development. The PLP will be developed from information gathered from diagnostic tests, previous academic records, interest inventories, a variety of ongoing assessments, and an initial intake interview conducted with students and their families. It is important to recognize that Greenriver approaches learning with a twofold recognition; first, that essential skills in reading and math, for instance, must be mastered in a clear sequence and teaching for mastery is critical in this regard and, second, that many essential concepts and applications are acquired through focused interactions between learners of varying levels of skills and abilities. Classes will be organized to reflect these ideas so that students will be grouped homogeneously by skill levels across ages and grades for purposes of particular skills acquisitions and students will also be grouped heterogeneously around thematic units in which students are engaged in exploring and applying ideas to essential questions. The PLP serves the school well in this regard because it allows us to design the most appropriate groupings. For instance, a student with weak computation skills will need to be grouped with similar students to meet on a daily basis for short, intensive classes that will teach for mastery in this area. At the same time, this student may show a real strength in mathematical reasoning despite this lack of basic skills. The PLP would need to include a plan for this student to be involved in math classes that develop cognitive skills while working concurrently on computation.

Students presenting special education or limited English proficiency needs will receive services in accordance with state and federal laws. All pre-referral to placement regulation will be strictly adhered to as one of the founders is currently the Special Education, Title I and ESL director for a regional school district. Philosophically, Greenriver believes that all students are regular education students and are equal members of the larger community. The focus on each student understanding their particular learning style and developing effective learning strategies will be particularly effective for the total inclusion of special needs students. In addition to the systemic benefits for each student, individual or small group tutorials will be provided as determined necessary through the Team Evaluation Process. All special education assessments, educational plans, and service delivery will be monitored by a special education certified staff in conjunction with the advisory staff. Staff development will include specific information regarding high incidence disabilities such as learning disabilities, ADHD and behavioral disorders and specify strategies for modifying curricular methodologies which will assist all staff in developing differentiated instruction and assessment techniques. Should unique individual student needs require specific training, it will be important to involve all teachers, paraprofessionals, parents and support staff to ensure a team approach to program design and implementation.

The Advisory Program will ensure each student receives the individual time and attention to ensure they are using effective learning and organizational strategies. Active advisory groups also demonstrate our commitment to learning as reflective practice. One essential focus of advisory will be writing and discussion around learning issues so that students can begin to recognize the important habits that contribute to academic achievement. Time management, organizational strategies, study methods, and basic notions related to homework completion are central to the work of advisory. It is the arena for the advisor to begin asking reflective questions. For instance, a task analysis of homework habits will help a student understand that, although he/she believes that two hours is spent 'doing homework', a closer analysis reveals that only twenty-five minutes of that time is really spent on task. Developing this awareness is the beginning of changing habits that are essential to effective learning. Advisory meetings at the end of the day are also the time for students to set homework goals and to recognize how the successes and challenges of the day have contributed to their sense of growth and future goals.





Advisory provides the time as well for teachers to meet with students on an individual basis to discuss progress and frustrations and to revisit the PLP on a regular basis. The PLP is an instrument for setting long and short term goals and is open to revision on a regular basis. Certain skill classes, for example, are taught for mastery and a student may either test out of such a class sooner than anticipated or need additional time in a differently structured class. Greenriver recognizes that students should be challenged, not bored or frustrated, and the PLP is a regular point of access for student and teacher to address the student's needs. (Advisory also plays an essential role in the ethos of the learning community which is described in Part 5 - School Environment.)

The regular practice of writing within the classroom to develop ideas, explore questions, express feelings, and reflect on learning and ourselves as learners will play a central role in instruction. This recognizes the role of literacy in critical thinking and the function of language as the common and fundamental ground for the sharing and development of ideas as reflected in the work of the Institute for Writing and Thinking at Bard College. One of Greenriver's founders has been an active associate of the Institute since 1992 and "Writing and Thinking" is a central focus of teaching at Simon's Rock College as well. We seek to develop a verbal, literate community at Greenriver whose habits are grounded in reflection and clear language. Simon's Rock and the Institute for Writing and Thinking are committed to helping us in this regard.

Classes will be organized in a variety of ways. Commonly, class sizes will be limited to approximately 15 students per class in seminar type settings. By seminar, we recognize an organizational structure that allows all individuals to be heard in the course of any single class session, a situation where students and teachers sit face to face in a physical relationship that enhances interaction between all individuals. Seminar has become a short term for "Socratic seminar" in some circles and although we recognize the value of so-called "Socratic seminars", we view them as just one possible way of running a seminar type class. However, it will also be common to structure larger classes for purposes of general presentations and for collaborative project work which will challenge students to solve problems, tackle essential questions, and integrate different strands of knowledge in partnership with other students. Emphasis in instruction, in these contexts, will reflect CES and Paideia notions of student as worker and teacher as coach/mentor.

Instruction will develop from teachers working closely in collaborative teams that will allow for reflective practice, the development of interdisciplinary investigations, and the best use of the schedule through long-block scheduling, rotation of instructional times, and advisory periods, so that the individual needs of students are adequately addressed and the critical components of the larger curriculum are covered. Greenriver will be organized into two instructional teams of five teachers and 75 students each. The schedule (see appendix) provides two blocks of time for each team within the school day; a 2-1/2 hour block in the morning and a 1 hour block in the afternoon. Although the seminar approach will be a primary mode of instruction, students will be challenged to take on projects that demand more open-ended investigations by students working independently or in groups with the support of teachers. Tutorials and intensive small group work will also be an essential part of Greenriver for purposes of remediation, skills acquisition, and forms of independent study.

The Massachusetts Curriculum Frameworks will be a guiding source for the Greenriver curriculum which will be interdisciplinary in its approach. In a literature unit which explores the genre of historical fiction, for instance, a unit integrated with a historical study of the same period, the use of essential questions and challenge based education will provide thematic focus to large curriculum blocks that engage students in the integration and synthesis of knowledge across disciplines, reflecting a more "real world" use of learning. Tie-ins to the larger community become important in these contexts, importing community members to participate in educational activities and exporting students to workplaces and facilities outside the school to learn "first hand" about practical applications and concepts. Core knowledge and skills within disciplines will be taught within more focused instructional blocks as appropriate.

It is important to acknowledge that Greenriver does not preference the disciplines that are common to most schools but instead gives equal emphasis to all disciplines. To that end, areas such as the expressive arts are not peripheral but central to curriculum planning and instructional approaches. We recognize, for instance, that architecture and the visual arts are an important and powerful way of understanding history and civilization, that scientific understanding often begins in metaphor, and that music instructs as well as entertains. We also know that students learn differently. It is a unique student who effectively understands from verbal explanation alone the concept that equal periods of rotation/revolution are responsible for the "dark side of the moon". Other students may only really "get it" through physically enacting the relationship of moon to earth or by building a time phase model of this phenomenon. To this end, teaching teams will include teachers outside the core





subjects who will not only provide instruction in their disciplines but who will also collaborate in curriculum design and implementation.

Greenriver faculty will practice what they teach, exemplifying the very habits of mind we wish to inculcate in students, and modeling skills such as active listening, responsive feedback and scaffolding in a pedagogy that builds critical thinking skills. Good teachers are good learners and, to this end, teachers will continue to grow in their own disciplines as well as grow as teachers. For example, all teachers will be required to set professional goals for themselves as, say, historians or mathematicians, for example. This is an important area of collaboration between Greenriver and Simon's Rock College; professors at the college will provide collegial partnerships with their counterparts at Greenriver. In addition to professional growth within various disciplines, Greenriver teachers will use a variety of strategies, such as goal setting or peer and student evaluations, to continue to hone their skills in the classroom. Again, Simon's Rock faculty will join Greenriver teachers in discussions of teaching strategies and styles, visiting classrooms to act as observers and active partners in the business of challenging ourselves in the same ways we challenge our students. Teachers, like the students, will establish their own PLPs as part of this process.

Our program is enhanced and supported by a variety of collaborations with Simon's Rock College of Bard. In addition to partnerships already described, the following list describes additional college contributions to our program:

- 30+ students from Simon's Rock College will work as tutors/mentors at Greenriver. As part of their own educational program at the college, they will spend 6-8 hours per week at Greenriver, working with teachers and students.
- As Greenriver students move into their high school years, they will have access to classes at Simon's Rock College.
- The library, the recently completed science facility, the new athletic center, and the theater facilities are some of the buildings available for instructional and recreational use by the Greenriver Regional Charter School.
- Five Simon's Rock faculty will actively participate with Greenriver faculty in the development of curriculum and instruction and will contribute to our program design for the final years of high school.
- The alternative school program initiative of Simon's Rock, which recognizes the different needs of students in their later high school years, is instructive. We are committed to exploring the range of educational possibilities, including education that is not so strictly academic.

A faculty member from Simon's Rock will be employed half-time as a liaison between the college and Greenriver to facilitate these collaborations. This liaison person will also coordinate the student mentors and facilitate our efforts to work with other colleges and universities for purposes of research and program development. It is anticipated that Cindy Parrish, also an associate of the Institute for Writing and Thinking, will fill this position.

At Greenriver, we will have a kind of freedom that area public schools do not possess. What both current research and ideology seem to be telling us about good education is difficult to put into place in most existing institutional frameworks for a variety of reasons. We will test the best assumptions and suggestions of current educational thinking. We will extend our connections to Simon's Rock College and work with other colleges interested in educational research. "What really works and what might work better?" are questions we will begin to answer. Research in multiple intelligence theory and brain-based learning will be a part of classroom dialogue and instructional planning so that students may become increasingly aware and responsive to their own learning styles and teachers may improve the quality of instruction and increase student achievement. But we must be careful to measure the effects of approaches governed by such theories to determine their efficacy, looking critically at the unsubstantiated claims that newer approaches make, and attending rigorously to the central issue of student achievement.

## Assessment Plan

To reach deep understanding, students must actively construct, apply and demonstrate their knowledge over time. This statement reflects the belief structure that has driven the development of Greenriver Regional Charter School's Assessment Program. With a commitment to rigorous standards for all students and a responsibility to a broad range of constituents, assessment will provide varying types of data that document academic accountability.

- State Level Assessments: All students will participate in the MCAS testing program.
- Standardized Assessments: All students will participate in standardized assessments such as the California Achievement Tests which are used by neighboring school districts.
- Learning Styles/Skill Acquisition Inventories: Shortly after admission, all students will complete a





learning style and academic skills inventory to aide in the development of Personal Learning Profiles that will be used for the development of Personal Learning Plans (PLPs)

- Classroom Based Diagnostic Assessments: On-going formalized assessments will evaluate student learning as well as inform teacher instruction.
- Authentic Assessment: Students will be engaged in a variety of exhibitions, demonstrations and performance based assessments. Rubrics will be developed collaboratively by students, staff, and community members as the primary assessment tool.

Using a variety of forms of alternative, classroom based assessments allows us to go beyond what a child knows to how a child learns. This critical component of assessment is the most meaningful to those who work with students in a classroom environment. Not only does it inform instruction on a daily basis, but it also empowers students to become self-aware, life long learners.

In this world of accountability we all tend to value what we assess. Students learn very quickly that we assess what we value and value what we assess. If we give students the message that what we value most is their ability to demonstrate mastery of bits of knowledge, we have done them a great disservice. Therefore, through the use of a comprehensive assessment plan that includes standardized assessments as well as student focused assessments, we will ensure high achievement and student empowerment.

## Accountability Plan **Measurable Student Performance Objectives**

**Student Performance Objective #1:** All students will define, analyze and solve complex problems.

**Expectations:** Through the use of exhibitions and problem based projects, students will evidence increased ability to use a variety of complex reasoning, communication and learning strategies to solve real life challenges.

**Strategies for Attainment:**

- Interdisciplinary instructional methodologies
- Personal Learning Plans reviewed with students, parents and staff bi-annually

**Progress Indicators:**

- Annual increase in proficiency level of students as measured by Dimension of Learning rubric (see appendix)

**Measurement Tool:**

- Exhibition Scoring Rubrics

**Current Status:** All staff are or will be trained in Dimensions of Learning, Rubric Design & Assessment

**Student Performance Objective #2:** All students will read, write and communicate effectively.

**Expectations:**

- 90% of all students in grade 8 will demonstrate proficiency in all core subjects as measured by the MCAS.
- 80% of all students in grades 6 & 9 will demonstrate above average scores on the California Achievement Comprehensive Battery based on national and local norms.
- 80% of all students will achieve a score of commendable or above on their writing samples, using the rubric (see appendix)

**Strategies for Attainment:**

- Use of quality core curricula drawn from sources such as Massachusetts Framework, The Institute for Writing and Thinking, Education by Design, the Paideia Program
- Use of tutorial sessions to help students meet individual goals as needed
- Personal Learning Plans (PLPs) will be reviewed bi-annually with parents, students and teachers

**Progress Indicators:**

- Annual increase in number of students meeting expectations, according to standardized test results



and performance based measures, and PLP goals and objectives.

**Measurement Tool:**

- Use of MCAS provided by D.O.E.
- California Achievement Test

**Current Status:** Not applicable at this time as student population is not known

**Student Performance Objective #3:** All students will demonstrate proficiency in the core curriculum areas as articulated in the Massachusetts Curriculum Frameworks.

**Expectations:**

- 90% of all students in grade 8 & 10 will demonstrate proficiency in all core subjects as measured by the MCAS.
- 80% of all students in grades 6 & 9 will demonstrate above average scores on the California Achievement Comprehensive Battery based on national and local norms.
- Through use of at least one annual exhibition, students will demonstrate proficiency with the use of available technology.

**Strategies for Attainment:**

- Use of quality core curricula as noted above
- Use of tutorial sessions to help students meet individual goals
- PLPs will be reviewed bi-annually with parents, students and teachers

**Progress Indicators:**

Annual increase in number of students meeting expectations, according to standardized test results and performance based measures

**Measurement Tool:**

- MCAS
- Annual exhibition scored using Rubric developed by students/staff
- California Achievement Test

**Current Status:** Not applicable at this time as student population is not known

**School Performance Objective #4:** The school will be a viable learning community that welcomes parents, community members and promotes educational excellence.

**Expectations:**

- The school will add a grade each year for the next four years, meet enrollment projections and maintain a waiting list.
- 80% of parents and board members will be involved in some kind of school activity.

**Strategies for Attainment:**

- The school will hold on-going parent meetings in order to establish parents' expectations for student achievement and parent/community activities.

**Progress Indicators:**

- Annual 10% increase in applications by students and teachers
- Annual increase or status quo in waiting list
- Annual 10% increase in number of parents taking part in parental activities

**Measurement Tool:**

- Parent and teacher surveys
- Student and teacher applications
- Number of parents taking part in school activities

**Current Status:** Staff have extensive experience in facilitating parental involvement

**School Performance Objective #5:** All students will evidence Habits of Mind that promote life long learning.

**Expectations:**

- In addition to being quality producers, students will evidence the qualities of self-directed learners, collaborative workers, complex thinkers and community contributors.





**Strategies for Attainment:**

- Advisory program; community meetings
- Active parental/community involvement
- Explicit instruction in Strategic Learning

**Progress Indicators:**

- Increased achievement shown by bi-annual reports of goal attainment as outlined on Personal Learning Plans
- Quantitative responses on annual questionnaire to parents, staff and community members

**Measurement Tool:**

- Dimensions of Learning Rubric
- Annual Report that includes questionnaire results

**Current Status:** All staff will be trained in the elements of Advisory programs and Strategic Learning.

**Key Goals and Anticipated Outcomes**

1. Increase in student population to a total of 330, grades 6-12, by the fifth year of operation.
2. Include integrated outside academic/career alternatives for students.
3. Increase collaboration with institutes of higher learning, resulting in unique educational programming, ongoing research and professional development opportunities.
4. Increase community involvement and presence in the educational program, as well as student involvement in community based projects.
5. Publish and disseminate research findings regarding efficacy of educational programs, teaching approaches, and student achievement.
6. Explore and establish alternative educational and vocational program options for students after grade 10.

**School Environment**

The ethos of Greenriver Regional Charter School will be shaped by the daily practice of habits governed by three essential principles - respect, caring, and commitment. Respect and caring define the basis for the relationship between students, faculty, community and family. Respect supports a diversity of learners and learning styles and caring ensures that we are all held to the highest standards of learning and personal behavior. Commitment is what aligns students and faculty with the practice of respect and caring. Commitment is the promise to help each student understand his/her individual strengths and weaknesses and to move this understanding forward to develop learning strategies that build on individual strengths and begin resolving particular weaknesses.

Individual attention through daily contact with an advisor in a small advisory group will focus attention on the organizational and social aspects of learning that are critical to success and personal growth. The Advisory Program at Greenriver is central to the program and the school environment. Meetings of advisory group will begin and end each school day. Each advisory group will consist of one advisor and 10-12 students, creating a "family group" that will provide support and continuity within the school. These meetings will not only be an opportunity for teachers to meet with the individual students whom they will supervise and support throughout each student's tenure at the school; they will also be the focus for small group discussions and writing around issues that are central to the school, learning, and the larger community. The day might begin with writing and discussion about a current issue in the news that will be folded into curricular concerns throughout the day. Or the group might address a learning issue, focusing perhaps on how we listen to each other as learners and challenging individuals to keep track of listening behaviors throughout the day. Advisory group members will stay together throughout each student's career at Greenriver with new students joining the group as older ones move on.





The role of the advisor helps define the nature of advisory group further. As a primary adult for each student in the advisory group, the advisor is responsible for the following:

- maintaining accurate academic records and monitoring the Personal Learning Plan
- regularly contacting parents to strengthen the home-school link and support academic success by expanding awareness and responsibility
- providing academic guidance
- helping students set goals
- acting as a coach and a model for appropriate habits of mind
- assembling and communicating regular progress reports
- supporting moral development
- providing students with assignments and necessary instructional help when absent

The classroom and the school as a whole will be a place for the voices of individuals to meet in collaboration to construct knowledge, engage in deeper inquiry, and come to terms with what we know and what more we need to know. The arrangement of chairs in a classroom will put all members of a class face-to-face, average class size will not exceed fifteen, and students will have the time to exercise their questions and their understanding, even in the context of more didactic forms of instruction which are essential to a thorough pedagogy. To quote a quote from a teacher by a teacher:

*“All my life I thought that learning was listening and teaching was being heard but now I’ve learned that teaching is listening, and learning is being heard.”*

Listening is the key to a responsive environment and essential to the sense of responsibility that will define our school community. Discipline grows out of these same ideas. Rules and protocols, to a large degree, will come from the community itself and transgressions must reflect natural consequences. Responsibility results in increased privileges; lack of responsibility results in increased supervision and restrictions. Students must be involved in defining the guidelines that govern their community. To give responsibility initiates the assumption of responsibility. This is not to say that the faculty is not instrumental in facilitating the conversations that lead students towards an increasing role in their own governance. The school seeks to help individuals become intelligent, responsive, and independent. Advisors, teachers and other faculty will work to maximize student initiatives in disciplinary issues. This means that teachers will serve as models, coaches, and facilitators while holding students to basic standards as necessary. Peer mediation will also play a role in this process.

Recognizing that what we seek to achieve takes time and that it is easier to move from good rules to better ways of being ruled, the following list summarizes our basic code of conduct as well as a general description of the disciplinary responses to infractions of those rules that are most essential to a safe, secure environment. Recognizing, also, that the school environment seeks to enact respect, caring, and commitment as matters of general practice, the code below is limited to descriptions of behaviors that challenge the basic safety of the school environment. We won’t always get respect, caring and commitment but there must be minimum standards that safeguard our best initiatives.

## Code of Conduct

Greenriver Regional Charter School will hold all students and staff to high behavioral standards that support the school’s mission and guarantee the safety and welfare of every individual in the school. To this end, the following behaviors will be cause for appropriate disciplinary action. In all instances the conduct described is considered unacceptable at school, on the campus of Simon’s Rock College, in the larger community during school hours, and on transportation provided by the school.

1. ***Lack of respect for individuals*** - which includes, but is not limited to, violent behavior, threat to do physical harm, intimidation of others, disruptive behavior, and abusive language.
2. ***Lack of respect for school employees*** - which includes, but is not limited to, failure to comply with the lawful and reasonable requests or directives of any school employee, leaving school without permission, or missing school without leave.
3. ***Lack of respect for Property*** - which includes, but is not limited to, vandalism, destruction of property, theft,





- improper upkeep, unauthorized access, and trespassing.
4. *Lack of respect for Civil or Criminal Law* - which includes, but is not limited to, truancy, possession/use/sale of drugs, possession of weapons or fireworks or other hazardous objects or materials, possession/use of tobacco or tobacco products, gambling.

## Discipline Policy

Infractions of the code described above will result in disciplinary referral and subsequent disciplinary action which will be described in Green River's **Disciplinary Code**. The code will describe a specific sequence of actions for each and every type of infraction, recognizing that some behaviors demand immediate and strong responses often involving larger legal issues and that other infractions may initially require interventions that allow a students, his/her family, and the school community to work towards the amelioration of a situation that allows that student to develop towards the goals that Greenriver sets for all its students. The specifics of this code will be developed during the planning year.

## Enrollment

Greenriver Regional Charter School will open in September of 1999 to 150 students in grades 6-8, with 50 students per grade level. In September of 2000, a 9<sup>th</sup> grade will be added and 45 new sixth graders will enter Greenriver, for a total of 195 students. Forty-five new 6<sup>th</sup> graders will be added each of the following three years (2001-2003) as the school expands to include grades 6-12, with a maximum student population of 330 students.

The enrollment policy of Greenriver is designed to give parents and prospective students the clearest possible picture of its curriculum and program, so that an informed decision can be reached by the applicants. Because Greenriver will not open to students until September of 1999, we have not only the obligation, but the luxury to publicize and make known the mission of this school and the essence of its programs. To this end, we will send mailings to eligible students and their families which will inform them about the school and its programs, as well as a timetable of informational meetings that will be offered in towns throughout the district. Brochures, mailings and coverage by the local media will all be integral to our publicity efforts. The following anticipated timetable will be employed to recruit applicants to Greenriver Regional Charter School:

March - May 1998	Initial public forums
May 1998-Jan 1999	Town level informational meetings, newsletters, TV and radio coverage, ongoing announcements of meeting dates; recruiting
Jan 1999	Applications available
Feb 20, 1999	Applications due
Feb 21-Mar 31, 1999	Interviews with applicants
April 1999	Students placed, by lottery if necessary, and acceptance letters mailed
July-August 1999	Intake interviews and family orientation sessions

The critical and more unique aspect of Greenriver's enrollment process is the intake experience. Recognizing the fundamental role that home and family life play in student achievement and attitudes towards learning, Greenriver will require that families participate in a series of introductory workshop orientation sessions prior to the beginning of the school year and ongoing workshops throughout the year. These workshops will prepare students for the upcoming year and allow families to become an integral part of the school community and of their child's experience of learning.





## School Governance Plan

*The governance plan outlined below is structured to guarantee that the school is responsive in the most important ways to its educational mission. To maximize student achievement, students, teachers, and the larger community need to be integral to the decision making process. All parties must have a legitimate voice in the school's direction to guarantee that we are sensitive to the range of concerns and are personally committed and responsible for every aspect of the school's success. The governance plan allows for some conventional hierarchies of decision making but the decisions should be understood as choices that reflect the ideas and concerns of the entire group of governing voices.*

**Board of Trustees** - will be composed of 12 members including two representatives from Simon's Rock College, and ten representatives from the local community. Members of the board will serve for three year terms. The five founders of Greenriver will also serve on the Board as ex-officio members. The board will be responsible for recruiting new board members from the community. Simon's Rock and the school faculty will be responsible for the selection of their own representatives. All new candidates must be approved by a majority vote of the entire board. Board responsibilities will include:

- selection of members of the Advisory Board
- approval of annual budget, long term financial plans and changes and maintenance of physical plant
- approval of policies and protocols and subsequent interpretations of such policies and protocols
- development of long and short term goals for the school and plans for their implementation
- fund raising
- active involvement and dialogue with the larger community and participation in the day-to-day functions of the school in some way during the school year
- knowledge of the school's operations and the educational issues and research that are essential to the school's mission and continued progress

### Members of the Board of Trustees

Board membership has been confirmed for the following individuals. (Further documentation found in the appendix.)

**Leon Botstein**, President, Bard College, Annandale-on-Hudson, NY

**Wendy T. Linscott**, Attorney-at-Law, Great Barrington, MA

**Tina Packer**, Artistic Director, Shakespeare & Company, Lenox, MA

**Bernard F. Rodgers, Jr.**, Vice-President and Dean of Simon's Rock College of Bard, Great Barrington, MA

**Robert B. Strassler**, Chairman of the Board, Integrated Loan Services, Great Barrington, MA

The remaining seven positions will be filled by community members from the area served by Greenriver Regional Charter School. Additionally, the five founding members of Greenriver will serve as ex-officio members of the Board of Trustees, bringing total membership of this group to seventeen.

**Director** - will serve as the leader of the school and be responsible for the following:

- budget development with input from professional staff
- contact person for public and parents re: issues of school policy
- development of program with staff
- staff evaluation in coordination with Dean of Academics
- development of long range strategic plan
- public relations contact with the public and the media
- school wide assessment
- part-time classroom instruction
- development annual report





**Dean of Academics** - will serve as leader of the school in instances of the Director's absence and be responsible for the following:

- contact person for public and parents re: academic issues
- staff evaluation in coordination with Director
- development of discipline/ staff policies
- long range curriculum development; day to day operations
- act as a part-time classroom teacher
- development of program with staff
- budget development with input from professional staff

**Business Manager** - will be responsible, in collaboration with the Board of Trustees, for constructing the annual budget for the school. The business manager will also manage the day-to-day financial affairs of the school, coordinate school transportation, oversee the physical plant (building and grounds), and compile the annual financial report. The business manager will also serve as faculty member to a student advisory group, sit on the Board of Trustees as a voting member, and act as a part-time classroom teacher.

**Faculty Committee** - consisting of the teaching faculty, will formulate and implement curriculum and curriculum related programs, will develop discipline and related policies, will contribute to the planning of assessments and goals for staff development, and will appoint two additional faculty as members of the Board of Trustees. (The first year, the board positions will be filled by two founders.)

**Student Council** - will meet twice a month and be comprised of one student representative from each advisory "family" group. Members must be active participants, represent their fellow students, and communicate with their advisory group regularly on council issues. The council will provide input on curriculum, scheduling, community liaisons, and school evaluation as well as implement peer leadership and mediation programs. A faculty member will sit on the council as advisor and coach.

**Advisory Board** - will serve as a means of broadening the range of support and contacts available to the Greenriver Regional Charter School. The Advisory Board members will be kept informed of the school's progress and development will be consulted to for general advice and other contributions. The membership of the Advisory Board will be broad, including educators, professionals, and community leaders from outside the local community who are willing to participate in some way and contribute some share of their expertise and influence in the workings of the school.

*Please note:* During the 1998-1999 academic year, Ric Campbell and David Ornstil will work as full time employees of Greenriver to carry forward all the necessary steps to open Greenriver to its students in September of 1999. Ric Campbell will be the Acting Director of Greenriver during this time period, working closely with the other founders to carry out Greenriver's plans and David Ornstil will carry out his role as Business Manager. In August 1999, Cate Tower will become the Director of Greenriver and Ric Campbell will become the Dean of Academics.





## Capacity

### Founding Members

#### *Collective Experience, Qualifications and Skills of Founders*

The five founding members collectively represent over 70 years educational experience as well as 20+ years of business and financial experience. Members have had extensive experience in all levels of school governance including school committee, school council and community board membership, as well as the Advisory Board of the Curriculum Frameworks. Administrative experience includes such positions as building principal, director of special education, grants management, director of district assessment, gifted and talented programs, professional development and curriculum initiatives. In addition to public school instruction, members have extensive experience as graduate level professors and supervisors of student teachers and administrative interns.

#### **Ric/Ralph Campbell - Founder and Board Member**

Associate of the Institute for Writing and Thinking at Bard College since 1993, leading workshops for teachers at Bard and across the nation in Writing and Thinking, Writing to Learn, Writing and Thinking in the Middle School, Fictions: Memory and Imagination, Writing to Learn Math and Science, Hamlet off the Page: Performing texts in the Classroom. Faculty Member, Bard Workshop in Writing and Thinking. High school teacher of English, Biology, and Earth Science at Chatham High School since 1993. Language Coordinator and teacher, Bard/Bank Street Summer Academy, 1992-1994. Taught 5<sup>th</sup> and 6<sup>th</sup> grades at Dryden Elementary School, worked with "at-risk" adolescent populations at the DOOR, Washington Houses Community Center, and Bank Street college, teaching various disciplines. Taught poetry workshops in area schools as well as performed and conducted theater workshops in public schools with the Hudson River Classics theater group. Currently involved in collaborative project between Bard College and Red Hook schools. B.S. in Elementary Education, M.S. in Education, State University of New York at Cortland. Postgraduate work, State Universities at Brockport and Albany. Trained as an actor at The Acting Studio in New York City for two years. Over twenty years experience as an educator.

#### **Judith A. McDermott Harrigan - Founder and Board Member**

A member of the Art Department at the Chatham High School, teaching Studio Art and Art History since 1988. Art teacher for grades 5 through 8 at the Chatham Middle School from 1985-1988 and for grades K through 4 at the Taconic Hills Central School District from 1981-1984. B.F.A. from the University of Massachusetts, M.S. in Art Education from the College of Saint Rose. Faculty advisor for numerous student organizations and a trained Peer Mediation Advisor. Received the 1995 Arts Educator Award from the Columbia County Council on the Arts. Was selected for Who's Who Among America's Teachers 1994 edition and was a 1996 New York State Council on the Arts grant recipient. Has exhibited artwork both locally and in eastern New York at various galleries and juried shows. Has traveled with art students to Italy, France and Germany. A parent member on the Undermountain Elementary School Council, member of the Advisory Board of the Southern Berkshire Child Care Program and Chairman of the LCC Massachusetts Cultural Council in Egremont. Resides in Egremont with husband and two children.





### **David Ornstil - Founder and Board Member**

Twenty years experience as a member of the business community. Background includes running own business as a member of the Pacific Stock Exchange, extensive work in development of budget for non-profit operations, including the San Francisco Jewish Community Center and the Southern Berkshire Regional School District. School board member in Southern Berkshire, involved with the childcare program, program development including the Challenge Initiative, fund-raising, collective bargaining, community relations, technology development, as well as budget development. Volunteer teacher of Economics/Investments in Mt. Everett High School for the past three years. Served on board of directors of the San Francisco Jewish Community Center and committee chair of the Havarah after-school program, a widely acclaimed educational and recreational program for the children of working parents. Served on the Early Childhood committee that was overseer to a 450 family preschool. Fund-raising efforts include the Jewish Community Center, Town School for Boys, The Hamlin School and The Scleroderma Research Center. Has three children and has lived full-time in South Egremont for the past four years.

### **Catherine A. Tower - Founder and Board Member**

Over twenty years professional educational experience. Has taught elementary, middle, high school and graduate level students in urban and rural communities. Currently a regional school, district-wide administrator, with primary responsibilities including Pre-K through 12 Grants Writing and Management, District Wide Assessment and Professional Development, as well as being Director of Special Education, Title I, Early Childhood Programs and Crisis Team Facilitator. Was Elementary Principal for 4 buildings in 1995, co-chairs the District Leadership Team 1994 to the present, key facilitator of a district wide Challenge Initiative, and developed the Summer Learning Institute. Was a member of the Curriculum Framework Advisory Council and facilitated a comprehensive assessment program incorporating effective alternative assessment techniques with standardized assessment tools used as a state model. Participated on the federal Goals 2000 Commission in 1996 and recently presented a paper at the US-China Conference on Education in Beijing, China. Co-founder of Educational Alternatives, a private educational consulting firm as well as C.O.L.T., an interstate collaborative professional development organization committed to offering high quality, cost effective professional development opportunities to small rural school districts. A frequent presenter at local and national conferences, topics include Brain-Based Research and Application to Classroom Practices, Strategic Learning, Differentiated Instruction, Authentic Assessment, Exhibition Design and Rubric Scoring, Inclusion and Long Block Scheduling. Certification include Superintendent, Principal K-12, Director of Pupil Services, Teacher K-8, Special Education Teacher K-12.

### **Laurie A. Wetherbee - Founder and Board Member**

High school teacher of Biology and Advanced Biology at Chatham High School (a member of the Coalition of Essential Schools) since 1990. Faculty advisor for Chatham High School class of 1999, Girls' Varsity Basketball coach 1994-1996, and creator of a mini-course named "In Sickness and in Health". Was selected for Who's Who Among America's Teachers 1995 edition. B.S. in Interdisciplinary Science with a minor in Technical Writing from Rensselaer Polytechnic Institute in 1986, and MAT (Master in the Art of Teaching) from Brown University in 1990. Worked in the Office of Undergraduate Admissions at Rensselaer Polytechnic Institute from 1986-1988 and in 1988 became an Assistant Dean of Admissions. Was Director of Women's recruitment, Director of Admissions for the High School Summer Program, Coordinator of Interview Skills Workshops and was the Editor for "Shaping the Future", a quarterly newsletter used as a recruiting tool for high school juniors and seniors. Returned to Rensselaer in 1994 to develop and direct STAR Camp, a week-long overnight summer science camp targeting 7 through 9 grade girls. Postgraduate work at Rensselaer Polytechnic Institute, the Bard Institute For Writing and Thinking, the Woodrow Wilson National Fellowship Foundation Leadership Program For Teachers, the Wadsworth Public Lecture Series on Life, Science and Health, and the Greater Capital District DNA Science Project. Resides in Great Barrington with her partner.





## **Potential Partnerships**

The following partnerships have already been established and initial, exploratory discussions have begun concerning the range of possible collaborations. Further documentation, in the form of letters of support, is provided in the appendix.

**The Institute of Ecosystem Studies**, Millbrook, New York

Contact: Kass Hogan, Ph.D., Educational Research & Development Specialist

**The Institute for Writing and Thinking**, Bard College, Annandale-on-Hudson, New York

Contact: Paul Connolly, Director and John D. & Catherine T. MacArthur Professor of Humanities

**Shakespeare & Company**, Lenox, Massachusetts

Contact: Tina Packer, Artistic Director

**Simon's Rock College of Bard**, Great Barrington, Massachusetts

Contact: Bernard F. Rodgers, Jr., Vice-President and Dean of the College

These additional partnerships will be actively pursued once the Greenriver Charter has been approved. They represent organizations that various founders and/or Simon's Rock faculty have worked with productively in the past:

**The Norman Rockwell Museum**, Stockbridge, Massachusetts

**Barrington Stage Company**, Sheffield, Massachusetts

**Jacob's Pillow**, Becket, Massachusetts

**Berkshire-Taconic Foundation**, Great Barrington, Massachusetts

**The Algebra Project**, Boston, Massachusetts and Mississippi

**Dreamworks**, Los Angeles, California

**Massachusetts College of Liberal Arts**, North Adams, Massachusetts

## **Facilities and Transportation**

The Greenriver Regional Charter School and Simon's Rock College of Bard have reached an agreement to work together to raise the standard for educational excellence in public education. To facilitate this collaboration, Greenriver will occupy the Pibley Gymnasium building at Simon's Rock, an 8,500 sq. ft. facility that will be converted into administrative offices, conference rooms, a student lounge and a large multi-purpose room. The multi-purpose room will serve many functions such as the school lunchroom, the central gathering place for school wide meetings, and the location for social events and larger public meetings. In addition, Greenriver, working with National Industries, will build a classroom building attached to the present gymnasium as the first phase in a two phase construction plan. This 10,000 sq. ft. classroom building will include classrooms, seminar rooms, science room, art room, kitchen and library. These two buildings will form the main campus of Greenriver Regional Charter School.





Greenriver will have access to many of the buildings on the Simon's Rock campus. The facilities we will be using include the following:

- *Fischer Science and Academic Center - a state-of-the-art science building, opening January 1998.*
- *The Alumni Library - the existing library houses a 60,000 volume collection and many ancillary holdings. It is scheduled for expansion into the former science facility in the fall of 1998 and will add an additional 5,000 volumes. The library will also be linked to Stevenson Library at Bard which houses another 186,000 titles.*
- *The athletic center - Simon's Rock will be constructing a new building to replace the gym that Greenriver will occupy. The athletic center will include basketball courts, equipment rooms, and a swimming pool.*
- *Outdoor athletic fields - including tennis courts and other playing fields on the Simon's Rock campus.*
- *The natural environment - Simon's Rock is situated on 275 acres which includes woods, meadows, and ponds - an ideal location for natural investigations, evocative scenery and contemplative pursuits.*

Additionally, many programs at Simon's Rock will be available to Greenriver including cultural programs such as their guest lecturer programs, art exhibitions and faculty forum series. Simon's Rock's early admission program will be available to Greenriver, and a variety of professional collaborations, described in the Educational Program portion of this application, are all aspects of our commitment to work together. Greenriver is currently pursuing a possible partnership with the food service provider at Simon's Rock College as a way to get the best service at a lower cost to the students.

Greenriver has developed a facilities plan that encompasses two phases and addresses the issue of low start-up funds and increased revenues as the student population grows. Phase One would include the renovation of Pibley gymnasium and the construction of a modular classroom building to accommodate the student population of Greenriver for the first two years of operation. The total renovation to Pibley has been estimated at a maximum cost of \$100,000 and will be paid for from funds raised during the start-up year. If sufficient funds are not raised, renovation will be limited to satisfy educational needs and meet building codes and, in subsequent years, the cosmetic work will be completed. National Industries has determined that we have budgeted sufficient funds to meet our construction needs. Greenriver will lease the modular classroom building for 5 years and, if the school charter is renewed, the lease would be converted to a mortgage. Leasing accomplishes two main objectives - it addresses the issue of limited start-up funds and initial borrowing costs. By leasing the modular building, we are able to build significant facilities with limited resources and, because we lack the necessary credit history, we avoid paying a high interest rate on a construction loan. Leasing will provide us with a five year history of payments and will offer us the opportunity to borrow at much lower interest rates when we roll the lease into a loan which frees additional monies to bring more facilities and equipment to Greenriver Regional Charter School.

Transportation - Berkshire Hills Regional School District, the district in which Greenriver is located, will provide transportation within the district for our students. Being centrally located within their district does not put a burden on their current transportation system. For students outside the district, we will use our vans and local bus contractors to transport students from central pickup/drop off points.





## *A Day in the Life of a Greenriver Student*

The clock reads 3:00 PM and afternoon advisory is half over. The group has reviewed challenges of the day and the homework that needs to be done. One small group has reviewed outlining methods as they prepare to research a term paper and Scott is conferencing with another student regarding an incident at lunch. Linda stares into space, trying to eavesdrop on the conversation between Scott, Jose and Ellen, the teacher/leader of this advisory group. At lunch today, the conversation had erupted in loud accusations and name calling over what Linda thought was minor incident. (Something had been "not fair!"). All Linda could overhear now was something about how "fair" is not the same as "equal", but instead means giving to each person according to his needs. Linda turns back to her journal. She is working on some reflective writing... "does 'equality' mean trying to be fair, or trying to be equal?"... "why is the word 'equal' in 'equality'?"... "how do we know what it is?"... "what does equality mean to me?...or to Scott?"... "am I spelling it correctly?" She loses herself in her writing, following her train of thoughts and questions across the pages with her pen. When Linda began at Greenriver, she was overwhelmed by the constant writing and sharing. She worried her writing wasn't good enough, she wasn't sure what the teacher wanted, she didn't believe anyone was really just interested in her ideas and emotions. Linda was nervous about sharing in class. But it's so different now. Linda finds herself discovering new thoughts and perceptions and working through a range of feeling and responses as she writes. She looks forward to listening to others, recognizing in the range of writing many new ideas as well as the affirmation of familiar perspectives. Linda values reading her own writing as well, the sense of audience heightens her sense of her own writing and she appreciates the implicit value of her own voice within this diverse community.

Advisory period has become a time to think about many things - moral issues, her relationships to others, her own learning - and an opportunity to know others in a more personal way through active discussions about everything from recent news events to study methods, from upcoming social events to observations of the natural world. The room is quiet, quiet enough to hear the sighing of the high pines as the afternoon winds rise over the hill. The school day is coming to an end. Linda will leave her journal with her advisor so Ellen can read it and respond. Almost always, Ellen responds with a question, or questions, that seems to reflect what she has read and urges the conversation further in a thoughtful dialogue that carries the learning forward.

Linda looks forward to her Aikido class after school. It is part of her program that keeps her at Greenriver until 5:00 PM when she will be picked up by her father. She anticipates the walk with her classmates across the campus to the new athletic facility. There's a delightful sense of maturity in sharing the buildings of the adjoining college campus with older students. Linda has a sense she's a part of something special.

The day began at 8:00 AM with morning advisory. The group examined a painting by Norman Rockwell - "The Problem We All Live With." Linda and the rest of her group, including Ellen, spent some time writing about the picture, responding to prompts about what they saw, what they thought the painter was trying to convey, and how the painter achieved his ends. They shared some of this writing and talked about what they had written and what they heard in other people's writing. The advisor moved the discussion along, asking students to make connections to their work in other classes.

From 8:40 to 9:30, Linda attended her French class which is taught by a faculty member of Simon's Rock College four days per week. Regularly, her teacher is accompanied by two Simon's Rock students who facilitate small group discussions in French that get all the students actively talking and listening. Sometimes, the small groups create short skits they perform for the rest of the class.

From 9:30 until 11:30, Linda attended her humanities class. This period began with small group presentations to the entire class about novels each of the groups had been reading. The presentations were varied - one group performed scenes from the novel Roll of Thunder, Hear My Cry by Mildred Taylor, another presented charts and musical recordings that framed Number the Stars, by Lois Lowry, in its historical context, and another group offered a video montage that evoked themes from four short stories by Richard Wright. All of the students presented and all of the students listened and responded to what they heard and saw through directed writing, questions to the presenters, and the completion of evaluative rubrics. The students then broke into smaller groups to work with a poem by Langston Hughes, a letter written by James





Baldwin, and a selection by Elie Wiesel. By the end of the period, Linda had written, listened, and argued about the different pieces. The teachers helped make explicit what the students had been noticing about the different ways a range of genres can address the same issue. The Norman Rockwell painting that had been the focus of morning advisory was resurrected as yet another example of a kind of text that communicates in a different way. For homework, Linda has to do two things. She needs to compose a piece of writing that would discuss and formalize her understanding of what is unique to each of the genres and what purposes each of the genres might best serve. Linda has also received a set of graphs depicting statistics on crime rates, court convictions and prison populations that focus on issues of race, ethnicity, and gender. Linda has to develop an interpretation of these graphs presented in two different formats or genres. During the last five minutes of class, all students write their assignments in their homework notebooks, with reminders of needed materials. Linda was excited because she knew she could create a collage as a response, as long as she could explain it, and she and her father always had fun working on art projects together.

At 11:35, Linda began eating lunch in the common room with the rest of the student body. She sat with a friend who talked about his morning math/science block. His class had read an article from **Discover** magazine entitled "The Science of Race", which initiated a discussion about genetic differences and why some of these differences - like degrees of melanin deposition in the skin - become the basis for stereotyping and prejudice, while other differences - like the presence or absence of the enzyme lactase - do not. Another joined the discussion to argue that racial issues were no longer such a big deal. Certainly, the painting created by Rockwell decades ago indicated that these problems must be resolved by now. The conversation shifted to movies, but this controversy would be revisited in afternoon advisory.

After lunch, Linda made her way to the computer lab to work on a special interest project she was developing with help from her advisor and her art teacher. Linda was currently in the process of researching artists who made paintings about the social issues of their times. She had downloaded Picasso's "Guernica" and Alice Neel's "T.B. Harlem" as examples of social commentaries. Today, she continued and researched current social issues. At one point, her search became frustrating until one of the Simon's Rock students who assist in the computer lab sat down to talk her through search protocols and alternative search terms. He also suggested some research possibilities in the Simon's Rock library. Linda wants to choose a few themes to respond to visually and she wants to use her art work to research the ways people read paintings. She will be developing a set of questions for individuals to answer as responses to her work. Linda hopes to look at this data to understand better how art is able to "speak" for the artist and how its message is heard.

At 1:00, Linda moved to her math/science block. The class was working on genetics and the inheritance of various traits. The students were given sets of data to analyze in small groups. Linda's group applied skills they had learned the day before to construct Punnett squares and to create the necessary data to represent the distribution of three different traits over the span of four generations. The teacher took fifteen minutes to review fraction/percentage conversions. Linda began to laugh as her group started to organize the data they had generated into fractional quantities which they then converted to percentages. She laughed because Jim, a member of her group, had run to bring Linda a box of straws. Linda had come to recognize through reflective writing in math class that she was able to perform the process of converting fractions to percentages but that it made no sense to her. She had not been alone in realizing this and the teacher had challenged all the students to create models that would demonstrate equivalencies such as  $\frac{3}{8} = 37.5\%$ . Linda had used straws and had succeeded quite neatly. Some students had used orange slices with very messy effects! Tomorrow, the students would have to develop a presentation of their findings to share with the rest of the class. The teacher quickly reviewed some possible options for graphic representations. At 2:00, the teachers and the students decided a good game of kickball on this perfect autumn day would be most appropriate. They ran out the door noisily.

At 2:30, Linda has rejoined her advisory group. They have begun with a short period of reflective freewriting. The teacher has asked the group to look over what they have written and write down any questions their own writing has elicited. The questions are heard and common concerns are discussed. Homework is reviewed and goals and approaches are established. Norman Rockwell is revisited. "What would he choose to paint from your day and how would he portray it?" the teacher asks. "Here at Greenriver, what is a problem we all live with?" Linda turns to her journal to ponder these questions. Some other students write for some minutes and then begin their homework. Linda can't let go of her ideas quite yet. The teacher confers with Scott and Jose. It is 3:00 PM and advisory is half over. Linda continues to learn.





Charter School: Greenriver Regional Charter School

Start-up Phase      Fiscal Year 1999 - 2000      Fiscal Year 2000 - 2001      Fiscal Year 2001 - 2002      Fiscal Year 2002 - 2003  
Feb. 98 - Sch. Opening

APPENDIX A

<b>I. Revenues</b>					
Tuition		1,023,972	1,370,030	1,739,243	2,126,847
State Grants		25,000	35,000	45,000	55,000
Private Funds		25,000	35,000	45,000	55,000
Other (Explain)		30,000	39,000	48,000	57,000
<b>Total Revenues</b>		<b>1,103,972</b>	<b>1,479,030</b>	<b>1,877,243</b>	<b>2,293,847</b>
<b>II. Expenditures</b>					
<b>Professional Salaries</b>					
Director/Headmaster	38,000	46,000	47,610	49,276	51,001
Supervisors		46,000	47,610	49,276	51,001
Teachers (FT)		311,000	422,385	539,167	705,848
Teachers (PT)		30,000	46,450	63,745	82,256
Payroll Taxes		18,690	23,399	29,167	35,912
Benefits		82,500	117,444	156,948	195,109
<b>Total Professional Salaries</b>	<b>38,000</b>	<b>534,190</b>	<b>704,898</b>	<b>887,579</b>	<b>1,121,127</b>
<b>Administrative Staff</b>					
Clerical		26,000	26,910	53,852	55,737
Custodial		13,500	18,000	29,000	30,000
Consultants	5,000	15,000	15,450	15,914	16,391
Other (Admin. Staff)	24,000	46,000	47,610	49,276	51,001
<b>Total Administrative Staff</b>	<b>29,000</b>	<b>100,500</b>	<b>107,970</b>	<b>148,042</b>	<b>153,129</b>
<b>Facility</b>					
Rent		22,000	45,000	60,000	90,000
Mortgage					
Renovation/Construction	35,000				
Debt Service		123,720	123,720	183,720	183,720
Utilities	1,000	15,000	18,100	20,500	21,700
<b>Total Facility</b>	<b>36,000</b>	<b>160,720</b>	<b>186,820</b>	<b>264,220</b>	<b>295,420</b>

Note: Massachusetts charter schools operate on the State's Fiscal Year cycle starting July 1st and ending June 30th.







Charter School: GREEN RIVER REGIONAL CHARTER SCHOOL

Fiscal Year 1999-2000      Fiscal Year 2000-2001      Fiscal Year 2001-2002      Fiscal Year 2002-2003

Start-up Phase  
Feb. 98 - Sch. Opening

Materials/Supplies	Fiscal Year 1999-2000	Fiscal Year 2000-2001	Fiscal Year 2001-2002	Fiscal Year 2002-2003
Textbooks	6,500	19,750	26,800	29,950
Instructional Equipment	37,900	66,250	79,000	93,145
Office/Classroom Technology	35,000	40,000	60,000	70,000
Library	5,900	6,925	7,200	6,475
Office Furniture	5,000	3,500	6,500	5,000
Classroom Furniture	24,400	13,000	15,000	17,500
Other Equipment	22,500	10,500	23,000	14,000
<b>Total Materials/Supplies</b>	<b>109,150</b>	<b>159,925</b>	<b>217,500</b>	<b>236,070</b>
Other Costs				
Contracted Services		121,900	145,826	169,581
Business Services		48,000	68,440	79,850
Marketing/Development		2,000	2,000	2,000
Staff Development/Training	3,500	15,600	19,200	22,800
Transportation		15,600	21,800	24,000
Food Service				
<b>Total Other Costs</b>	<b>3,500</b>	<b>216,985</b>	<b>257,266</b>	<b>298,231</b>
Other Start-up Costs Only				
Curriculum Development				
Printing and Copying	1,000			
Student and Staff Recruitment	3,000			
Travel/Transportation				
Telephone/Fax/Postage				
Consultants				
<b>Total Start-up Costs</b>	<b>223,650</b>			
<b>Total Revenues</b>	<b>1,103,972</b>	<b>1,479,030</b>	<b>1,877,243</b>	<b>2,293,817</b>
<b>Total Expenditures</b>	<b>1,073,630</b>	<b>1,376,598</b>	<b>1,774,607</b>	<b>2,103,977</b>
<b>Balance</b>	<b>30,342</b>	<b>102,432</b>	<b>102,636</b>	<b>189,870</b>





## Financial Narrative

Part of the agreement between Greenriver Regional Charter School and Simon's Rock College of Bard includes the use of the present gymnasium and the adjacent property. Renovation costs for the gymnasium in the startup year include basic needs as well as meeting code requirements. Phase one, the building of a 10,000 sq. ft. modular building will be completed in the summer of 1999. National Industries has reviewed our budget plan for building expenditures and assures us that we have budgeted an ample amount (see letter in addendum). Start-up costs for Greenriver are estimated at \$223,650. These costs are comprised of the following, and include all necessary purchases to have classroom and offices ready to meet student/teacher needs on opening day:

- \$62,000 for compensation (\$24,000 for the business manager and \$38,000 for the acting director)
- \$5,000 for technology and curriculum consultants
- \$3,000 for student and staff recruitment
- \$1,000 needed for printing and copying
- \$4,000 for telephone and postage to support start-up activities
- \$3,500 for staff development/training
- \$41,250 for textbooks and instructional supplies
- \$6,000 as the initial investment for an in-house reference and reading library
- \$24,400 for classroom and office furniture
- \$22,500 for special furniture needs in art, science, nurse's office and lunchroom/multi-purpose room
- \$10,000 for computer equipment during the startup phase

To finance the start-up costs, we are applying for state and federal grants, corporate and trust support, and doing additional fund-raising. As a contingency, if sufficient funds are not raised, one of our founding members has agreed to pledge personal assets in order to secure a loan from a local bank.

In the first five years of operation, Greenriver will evolve from a grade 6-8 program with 150 students to a 6-12 program with 330 students. Each year we intend to add one grade and 45 students. Greenriver will draw students from the surrounding school districts. For the budget analysis we have used the average per student costs from the surrounding districts, calculating the number of students from each district by their proximity to the school, keeping in mind the "no greater than 6% of any one districts total revenue" rule. We have budgeted a 3 percent annual rise in tuition revenue. Based on preliminary research, we feel that for the first year of operation we will be eligible to receive \$25,000 in government grants and \$25,000 from private trusts and institutions. As our student body increases, the total grant and private money will also increase and we are anticipating a \$10,000 increase in both government and private money annually. Through different fund-raising activities, we feel that raising an average of \$200 per student is an attainable goal.

Salaries for Greenriver are divided between administrative/support and instructional staff. Administrative staff budget includes the business manager, the administrative assistant, Dean of Academics, Director of the School and a second clerk who will be added in the third year to assist in the front office. A full time custodian and a part-time custodian added in the third year will be contracted for with the custodial department of Simon's Rock. Volunteers will be used to help supplement the front office responsibilities. We are committed to maintaining a 15:1 student to teacher ratio and have constructed the instructional budget to reflect this ratio. Nine teachers will be hired the first year at an average of \$35,500. To aid with classroom instruction and special needs, we are including two paraprofessionals at \$15,000. In the fifth year, there will be 22 teachers, five paraprofessionals and a guidance counselor, who will be added in the fourth year. The Director of the School, who is a special education specialist, will assume responsibility for the special education program and will be paid a stipend of \$18,000. All salaries will include a 3.5 percent yearly raise, to be reviewed by the Board of Trustees. Medicare is calculated at 1.45% and Workman's Compensation at 2% per employee. Benefits include health insurance, budgeted at \$5,500 (with a 3% cost increase factor) per employee, and an annuity to take effect in the 2<sup>nd</sup> year of operation.

To support classroom instruction, we have budgeted the following costs on a per student basis:

- \$43 for textbook replacement
- \$270 for classroom supplies, field study, athletic equipment and assessment
- \$39 for library resources
- \$80 for staff development

In years two through five, as we add a grade, we have budgeted \$30,000 per year to outfit the classrooms with furniture, instructional supplies and texts. To replace worn furniture, the budget includes \$500 for the first year, \$1,000 for the second, \$5,000 for the third \$7,500 for the fourth year and \$8,500 for the fifth year of operation.





The Instructional Equipment line includes \$100 per student for classroom supplies, \$40 per student for assessment material, \$45 for field study and \$95 for athletic equipment. The Other Equipment budget includes copiers, office equipment, replacement of worn or broken equipment and the possible need to increase our telephone capabilities as the size of the school increases. The Utilities line is made up of janitorial supplies and building maintenance and estimates for utility use. Our contracted services budget includes substitute staff, \$200 per student for special education and a stipend for special education administration, stipends for grant writing and management, science lab assistant in the Simon's Rock science lab, course stipends for guest teachers, stipends for department heads and stipends for a collaboration committee between Greenriver and Simon's Rock.. The business services budget includes fees and licenses, office supplies, postage, printing, telephone, accounting, insurance, legal fees and public communication. All estimates are based on review of current charter school and neighboring school districts' budgets. To supplement the bus transportation supplied by the local districts, we intend to lease two vans the first year and add an additional van the third year for local transportation and field trips. A technology consultant has reviewed our school design and student count and has suggested a level of technology funding. This is reflected in our the technology budget line. We are renting the gymnasium and building site from Simon's Rock for \$1 per year, but we will be paying them a facilities charge per student for the use of their facilities. Part of these costs will be borne by the school and part by the students. We have budgeted for students who are unable to pay their portion of the fee. We have not budgeted for food service costs, but have been working with Simon's Rock food service provider and feel that we can offset food costs through lunch fees, and innovative food services provided by the Simon's Rock Food Service Program.

Budget development will use input from all employees of the school. Major criteria for budget planning will include development of a long range financial plan that coincides with our long range academic plan. A long range financial plan, as well as analyzing previous budget item expenditures, will allow us to use our capital most efficiently by being able to project and plan for increased student enrollment and curriculum development. Along with long range planning, the business manager will also have the responsibility of developing alternative sources of revenue, timing expenditures efficiently to minimize borrowing, and making sure we use our outside contractors most efficiently.

In order to ensure fiscal responsibility and maintain our commitment to fulfilling our academic mission, we have developed the following process for the deployment of funds. Staff members will submit a purchase order to either the Director of the School or the Dean of Academics, as appropriate, for review. The Director or Dean will establish the relevance of the purchase and then forward the order to the Business Manager. The Business Manager will ensure that funds are available and that the price of purchase is competitive and will then place the order with the supplier. The business manager will, on a monthly basis, keep the board of trustees, Director of the School and the Dean of Academics informed of the balances in all appropriate budget accounts to help the staff plan for future purchasing.

### **Human Resources**

<u>Faculty to be hired</u>	<u>Salary Range</u>
<u>Year I (start up)</u>	
Business Manager (P.T.)	15,000 - 26,000
Acting Director (P.T.)	30,000 - 40,000
<u>Year II</u>	
Business Manager (F.T.)	45,000 - 65,000
Dean of Academics (F.T.)	45,000 - 65,000
Director of School	45,000 - 65,000
Teachers (9)	25,000 - 55,000
Clerical (1)	20,000 - 35,000
Paraprofessionals (2)	10,000 - 20,000
<u>Year III</u>	
Teachers (3)	25,000 - 55,000
Paraprofessional (1)	10,000 - 20,000
<u>Year IV</u>	
Teachers (3)	25,000 - 55,000
Paraprofessional (1)	10,000 - 20,000
Clerical (1)	20,000 - 35,000
<u>Year V</u>	
Teachers (3)	25,000 - 55,000
Paraprofessional (1)	10,000 - 20,000
Guidance Counselor (1)	25,000 - 55,000





## Hiring policy/criteria

Greenriver Regional Charter School subscribes fully to the principle of respecting the dignity of all people and their labors and will take affirmative measures to insure that applicants are employed and promoted without regard for their age, race, creed, color, sex, national origin, or handicap. Every available opportunity will be taken in order to assure that each applicant for a position is selected on the basis of qualifications and abilities. General minimum qualifications that Greenriver considers essential in considering individuals for teaching positions include, but are not limited to, the following:

- sufficient training and/or experience within designated curriculum area(s)
- an awareness of the interdependence of skills and knowledge across disciplines and an ability to connect and relate their discipline in meaningful and realistic ways with other disciplines and the work of the real world
- a demonstrated commitment to learning as a lifelong process
- knowledge of and appreciation for the variety of ways in which individuals learn
- sufficient teaching experience and a habit of teaching as reflective practice
- a willingness, in applicants who either lack teacher certification or have limited public school experience, to work closely with another faculty member who would act as a mentor during their initial year(s) at Greenriver

## Professional Performance Review

In keeping with the spirit and content of the Massachusetts Education Reform Law regulations, we envision an environment of open professional interaction and dialogue. Through a combination of peer review and collaboration as well as yearly formal evaluation using “The Principles of Effective Teaching” outlined by Jon Saphier from Research for Better Teaching, all teachers, administrators and support staff will be held accountable for these eight principles that contribute to increased student learning:

- current and comprehensive curriculum knowledge
- effective planning and assessment of curriculum and instruction
- effective classroom management and instructional approaches
- high standards and expectations for students and teacher achievement
- promotion of equity
- appreciation of diversity
- fulfillment of professional and routine management responsibilities
- performance standards for the evaluation of all administrators, established by the Board of Trustees, upon the recommendation of the Director of the School. All performance standards established for administrators will be consistent with and meet the Principles of Effective Administrative Leadership adopted by the Board of Education.

## Professional Development

Professional Development Activities will include school wide efforts that support and develop the changes in curriculum, instruction and assessment that will be occurring in all Greenriver classrooms as well as individually driven efforts that reflect the specific needs of staff at the school. As a part of the supervision and evaluation process, each staff person will develop their own Personal Learning Plan including specific professional development objectives.

School-wide professional development activities will begin during the planning and development year. As a condition of employment, each staff member will agree to participate in all phases of staff development which will average 2 days per month. Topics will include Differentiated Instruction, Effective Instruction in a Long Block Schedule, Writing to Learn, Alternative Assessment Techniques, Teacher Expectations, Student Achievement, Interdisciplinary Thematic Planning, Brain-Based Research Implications for Classroom Practices and Advisory Programs.

Throughout the year, staff will work together one day per week from 2PM to 5PM on general staff development as well as student and curricular issues. Five full days a year will be dedicated to professional development activities determined by a long range strategic plan developed by all staff and board members the first year.



# Greenriver Regional Charter School

## Action Plan

Upon award of a Charter, the founders will spend the next 18 months meticulously attending to the details necessary to receive students September, 1999. This includes hiring, professional development, detailed articulation of curriculum, schedules, discipline policies, by-laws, and the building project.

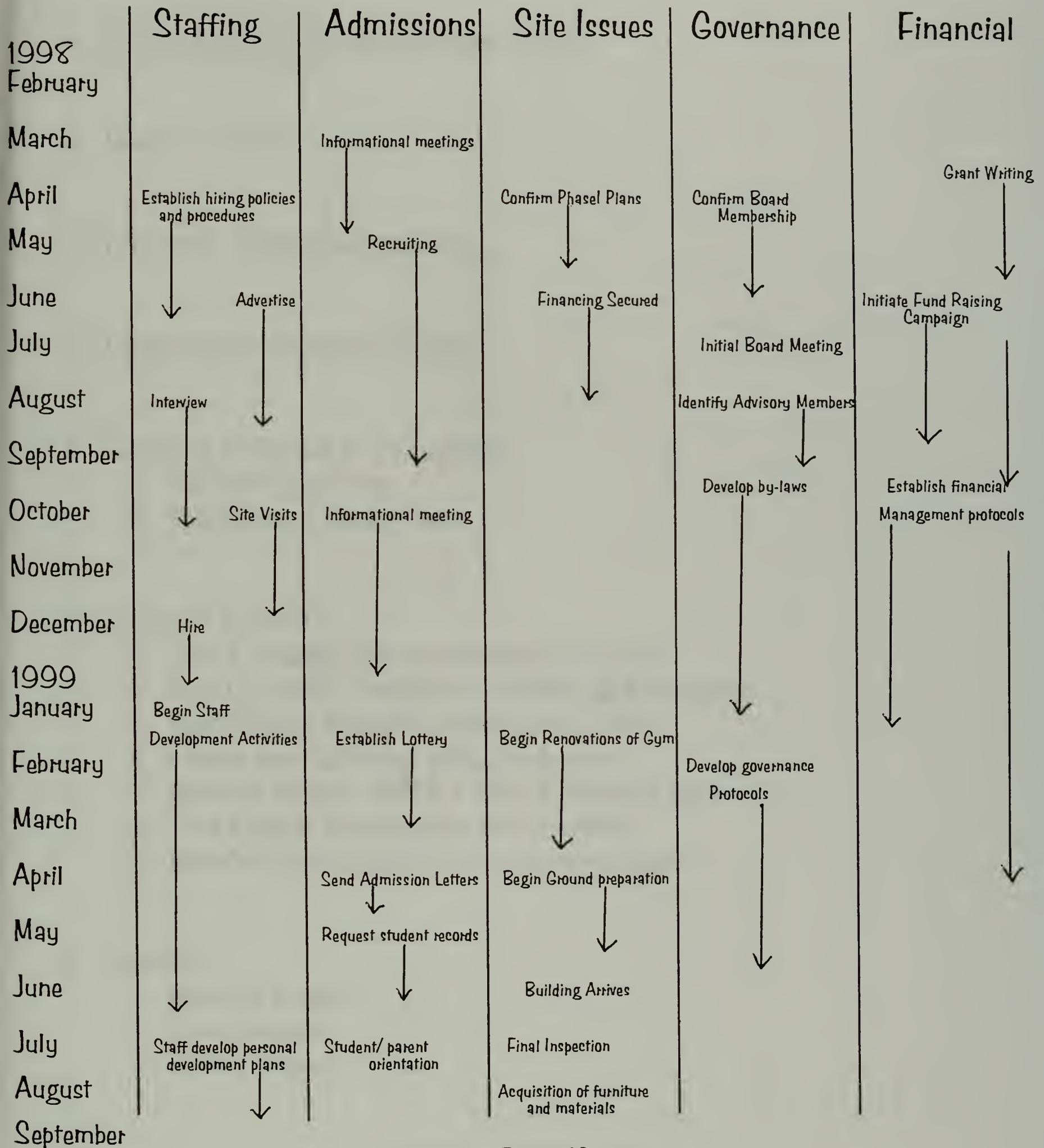
During this first year, two of the founders will work part time, focusing primarily on the building project and the other programmatic issues outlined above. The other founders will continue to participate in addition to their other full time jobs. Ric Campbell, the Dean of Academics, will serve the role of Acting Director during this planning phase and David Ornstil will begin his position as Business Manager and will have primary responsibility for overseeing the building process.





# Action Plan

## Greenriver Regional Charter School



SCHOOL BEGINS !!! ☺





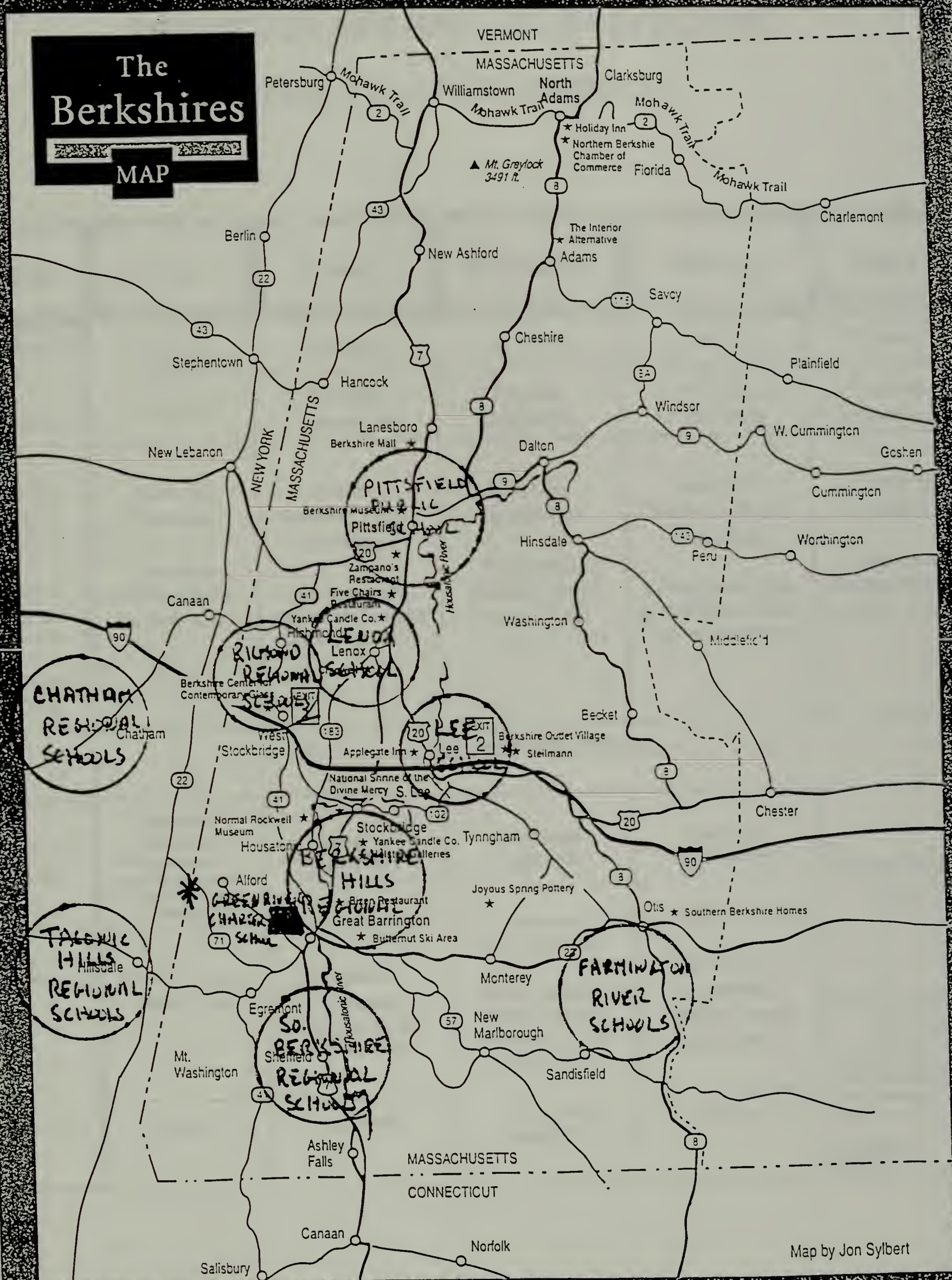
## **Attachments**

- A. School District Map of Berkshire County
- B. Weekly Schedule
- C. Principals of Effective Teaching
- D. Dimensions of Learning Rubric
- E. Letters of Financial Accountability
  - 1. National Industries
  - 2. Wheeler and Taylor, Inc.
- F. Letters of Support
  - 1. Tom Consolati, Gloucester Public Schools
  - 2. Paul Connolly, Institute for Writing and Thinking
  - 3. Kass Hogan, Institute of Ecosystem Studies
  - 4. Ciaran and Catherine McCabe, parents
  - 5. Bernard Rogers, Simon's Rock College of Bard
  - 6. Tina Packer, Shakespeare and Company
  - 7. Wendy Linscott, parent and Attorney at Law
- G. Resumes
  - 1. Bernard Rogers
  - 2. Leon Botstein
  - 3. Robert Strassler





## SURROUNDING SCHOOL DISTRICTS







# GREENRIVER REGIONAL CHARTER SCHOOL

DRAFT

## WEEKLY MASTER SCHEDULE

<i>Time</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
8:00-8:30	ALL SCHOOL COMMUNITY MEETING	Advisory	Advisory	Advisory	Advisory
8:40-9:30	ADVISORY	Focused Instruction	Focused Instruction	Focused Instruction	Focused Instruction
9:30-10:15	Extended Humanities	Extended Science/ Tech./ Math/Arts	Extended Humanities	Extended Science/ Tech./ Math/Arts	Extended Humanities
10:15-11:00	( Literature, Reading, Social Studies, Arts)	( Direct instruction, application, extended Lab explorations )	( Literature, Reading, Social Studies, Arts)	( Direct instruction, application, extended Lab explorations )	( Literature, Reading, Social Studies, Arts)
11:00-11:30					
11:30-12:15	<b>ALL SCHOOL LUNCH</b>				
12:15-1:00	Intensives/ Exploratory *Note: Intensives/ exploratory offering will be on a trimester schedule	Intensives/ Exploratory	Intensives/ Exploratory	Intensives/ Exploratory	Science/ Tech./ Math/ Arts
1:00-1:45	Science/ Tech./ Math/ Arts	Humanities ( Literature, Reading, Social Studies, Arts)	Extended P.E.  *students will elect courses such as swimming/ tennis/ racketball/ etc.	Humanities ( Literature, Reading, Social Studies, Arts)	Extended Advisory *conferencing * portfolio letter home: week summary, progress, goals etc.
1:45-2:30					
2:30-3:00	Advisory	Advisory	*staff: prof. develop.	Advisory	*COMMUNITY MEETING





# Principles of Effective Teaching

RESEARCH FOR BETTER TEACHING  
JON SAPHIER

## I. CURRENCY IN THE CURRICULUM

- ▶ The teacher is up to date regarding curriculum content.

## II. EFFECTIVE PLANNING AND ASSESSMENT OF CURRICULUM AND INSTRUCTION

- ▶ The teacher plans instruction effectively.
- ▶ The teacher plans assessment of student learning effectively.
- ▶ The teacher monitors students' understanding of the curriculum effectively and adjusts instruction, materials, or assessments when appropriate.

## III. EFFECTIVE MANAGEMENT OF CLASSROOM ENVIRONMENT

- ▶ The teacher creates an effective environment that is positive for student learning and involvement.
- ▶ The teacher maintains appropriate standards of behavior, mutual respect and safety.

## IV. EFFECTIVE INSTRUCTION

- ▶ The teacher makes learning goals clear to students
- ▶ The teacher uses appropriate instructional techniques.
- ▶ The teacher uses appropriate questioning techniques.
- ▶ The teacher evaluates, tries innovative approaches, and refines instructional strategies, including the effective use of technologies, to increase student learning and confidence to learn.
- ▶ The teacher understands learning and can modify instruction to needs of learner

## V. PROMOTION OF HIGH STANDARDS AND EXPECTATIONS FOR STUDENT ACHIEVEMENT

- ▶ The teacher communicates learning goals and high standards and expectations to students.
- ▶ The teacher promotes confidence and perseverance in the student that stimulate increased personal student responsibility for achieving the goals of the curriculum, promotes positive attitudes and perceptions of learning.
- ▶ The teacher promotes a sense of self-worth and acceptance among each of his/her students.

## VI. PROMOTION OF EQUITY AND APPRECIATION OF DIVERSITY

- ▶ The teacher strives to ensure equitable opportunities for student learning.
- ▶ The teacher demonstrates appreciation for the sensitivity to the diversity among individuals.

## VII. FULFILLMENT OF PROFESSIONAL & ROUTINE MANAGEMENT RESPONSIBILITIES

- ▶ The teacher is constructive and cooperative in interactions with parents and receptive to their contributions.
- ▶ The teacher shares responsibility for accomplishing the goals and priorities of his/her grade/team/department, building and school district.
- ▶ The teacher completes reports, forms, grades, takes proper care of equipment, and is punctual and consistent in attending school, classes, meetings and conferences.
- ▶ The teacher makes simple lesson plans and individual student achievement records readily



# SAMPLE RUBRIC

D.  
DIMENSION OF  
LEARNING MODEL

## Rubrics for Information Processing Standards

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### A. Effectively interprets and synthesizes information.

---

- 4 Interprets the information gathered for a task in accurate and highly insightful ways. Provides a highly creative and unique synthesis of the information.
- 3 Accurately interprets information gathered for a task and concisely synthesizes it.
- 2 Makes significant errors in interpreting the information gathered for a task or synthesizes the information imprecisely or awkwardly.
- 1 Grossly misinterprets the information gathered for the task or fails to synthesize it.

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### B. Effectively uses a variety of information-gathering techniques and information resources.

---

- 4 Uses the important information-gathering techniques and information resources necessary to complete the task. Identifies little-known information resources or uses unique information-gathering techniques.
- 3 Uses the important information-gathering techniques and information resources necessary to complete the task.
- 2 Fails to use some significant information-gathering techniques and information resources necessary to complete the task.
- 1 Fails to use the most important information-gathering techniques or the major information resources necessary to complete the task.

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### C. Accurately assesses the value of information.

---

- 4 Analyzes information in detail, accurately and insightfully determining whether it is credible and relevant to a specific task.
- 3 Accurately determines whether information is credible and relevant to a specific task.
- 2 Makes some significant errors in determining whether information is credible and relevant to a specific task.
- 1 Makes little or no attempt to determine whether information is credible and relevant to a specific task or totally misjudges the relevance and credibility of information.

---

### D. Recognizes where and how projects would benefit from additional information.

---

- 4 Insightfully determines the types of information that will benefit a task and effectively seeks out that information.
- 3 Accurately assesses a task to identify areas requiring additional information for clarification or support and seeks out the needed information.
- 2 Does not accurately assess the information needs of the task or fails to seek out needed information.
- 1 Makes little or no attempt to assess whether a task would benefit from additional information.





# Rubrics for Effective Communication Standards

---

## A. Expresses ideas clearly.

---

- 4 Clearly and effectively communicates the main idea or theme and provides support that contains rich, vivid, and powerful detail.
  - 3 Clearly communicates the main idea or theme and provides suitable support and detail.
  - 2 Communicates important information but not a clear theme or overall structure.
  - 1 Communicates information as isolated pieces in a random fashion.
- 

## B. Effectively communicates with diverse audiences.

---

- 4 Presents information in a style and tone that effectively capitalize on the audience's level of interest and level of knowledge or understanding.
- 3 Presents information in a style and tone consistent with the audience's level of interest and level of knowledge or understanding.
- 2 Presents information in a style and tone inappropriate for the audience's level of interest or the audience's level of knowledge.
- 1 Presents information in a style and tone inappropriate for both the audience's level of interest and level of knowledge.

## c. Effectively communicates in a variety of ways.

- 4 Uses multiple methods of communication, applying the conventions and rules of those methods in highly creative and imaginative ways.
- 3 Uses two different methods of communication, applying the conventions and rules of those methods in customary ways.
- 2 Attempts to use two methods of communication but does not apply the conventions and rules of those methods.
- 1 Uses only one method of communication when more than one method is clearly needed or requested and does not correctly apply the conventions and rules of that method.

## D. Effectively communicates for a variety of purposes.

- 4 Clearly communicates a purpose in a highly creative and insightful manner.
- 3 Uses effective techniques to communicate a clear purpose.
- 2 Demonstrates an attempt to communicate for a specific purpose but makes significant errors or omissions.
- 1 Demonstrates no central purpose in the communication or makes no attempt to articulate a purpose.

## E. Creates quality products.

- 4 Creates a product that exceeds conventional standards.
- 3 Creates a product that clearly meets conventional standards.
- 2 Creates a product that does not meet one or a few important standards.
- 1 Creates a product that does not address the majority of the conventional standards.





**NATIONAL  
INDUSTRIES**  
LLC

December 30, 1997

Mr. David Ornstil  
Greenriver Regional Charter School  
Great Barrington, MA

Dear David,

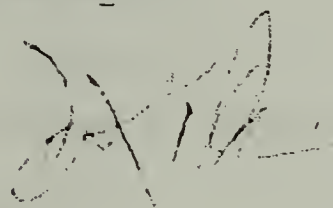
Per our discussion on the phone yesterday, this letter to your charter group confirms our interest in providing financing for design and construction of a new modular building for the Greenriver Regional Charter School for the opening in fall of 1999.

After initial review of the numbers, square footage, and specifications of your project, prepared by Pope Building Systems, Inc., we are confident that dollars available from your operating budget are sufficient to handle the debt service on the proposed modular building of approximately 10,000+ square foot. There also appears to be sufficient funds available to handle expansion in the future.

It should be made clear that all financing is, of course, subject to final credit approval and execution of mutually agreed upon documentation. We will be glad to assist your group in any way possible regarding this matter.

Please do not hesitate to contact me directly if you require any additional information at (617)624-0188. Good luck with your application and we look forward to the opportunity to work with you in the future.

Kind regards,



Dustin M. Pons  
Vice President





# Wheeler & Taylor, Inc.

INSURANCE SINCE 1871

December 29, 1997

Mr. David Ornstil  
Main Street  
Great Barrington, MA 01230

Dear David:

Wheeler & Taylor, Inc., is pleased to submit an Insurance Proposal for Hill Top Regional School.

The following pages summarize the cost for Property and Commercial General Liability coverage, as well as Crime Insurance, Umbrella Insurance, Vehicle Insurance for the two Vans, as well as Nonowned and Hired Auto Liability, and School Board Liability.

The total estimated premium is between \$13,000 and \$15,000. This is an estimate only because of the variables involved. i.e., the exact payroll, the Property values are subject to change depending on whether you build or purchase a building, and the year, make, and model of the vehicles.

I welcome your questions and, again, thank you for the opportunity to quote on this Insurance.

Sincerely,



Andrew B. Congdon

ABC/hb

ABC/439966

Since 1871. Some Good Things Don't Change.





# GLOUCESTER PUBLIC SCHOOLS

6 School House Road

Gloucester, Massachusetts 01930

Phone: 508-281-9800/Fax: 508-281-9899

---

December 29, 1997

Commissioner Robert Antonucci  
Massachusetts Department of Education  
350 Main Street  
Malden, MA 02148

Dear Commissioner Antonucci:

I write to support the Hilltop Regional Charter School that is proposed for Southern Berkshire County. Having worked for 30 years as a public school administrator in Southern Berkshire, I am very excited for the families and children at the prospect of the increased educational opportunities that Hilltop would provide.

Although the area public school systems have each attempted and implemented with some success selected practices that reflect research findings, none has managed to implement such practices on a whole school basis. Where there has been success in implementing exemplary practices, the ability for continual refinement has been constrained. This has been due to varying degrees of professional interest and also due to political and financial constraints.

The Hilltop Charter School also proposes to work in partnership with a respected post high school institution to provide higher academic challenge





Commissioner Antonucci  
December 29, 1997  
Page 2

for students who are interested. This partnership promises new learning opportunities to Southern Berkshire students and families.

I am professionally acquainted with most of the people who have initiated the Hilltop Regional Charter School. I have great confidence in their educational expertise, management and communication skill, work ethic, and commitment to excellence. I believe all the students who attend the Hilltop Regional Charter School will be treated with great sensitivity, respect, equity and integrity.

Sincerely,

*Thomas A. Consolati*

THOMAS A. CONSOLATI  
Superintendent of Schools

TAC/kcc



# THE INSTITUTE FOR WRITING AND THINKING

The Bard Center  
Annandale-on-Hudson  
New York 12504-5000

Telephone 914-758-7484

December 22, 1997

To Whom It May Concern:

I write to support the establishment of **The Greenriver Charter School** and, in particular, to praise the work of **RIC CAMPBELL**, who will be its Dean of Academics, and **CINDY PARRISH**, a teacher, both of whom I have worked with for several years in the Institute for Writing and Thinking at Bard College.

I know Ric, as well as Cindy, his colleague in the development of this school, in two capacities: I hired each of them to teach in Bard College's intensive three-week summer Language and Thinking Workshop, required of all its entering students. Each has also contributed a great deal to the Bard Institute as an imaginative and dedicated Faculty Associate, providing on-site consulting to faculties of schools that have requested it and designing professional development workshops, ranging from a day to a week in length, for teachers who come to Bard for workshops of the Institute for Writing and Thinking.

Both are excellent teachers, praised by other teachers for their knowledge, warmth, ability to evoke participation from others, attentiveness, flexibility. Together they recently led a workshop at Bard, December 5-7, called "Hamlet Off the Page: Performing Texts in the Classroom." All participating teachers, without exception, evaluated it as "Excellent," the highest of five ratings, and praised the pair in the following terms:

>> "Both Ric and Cindy were fine and more than fine--even-handed, non-judgmental, encouraging, resourceful--excellent leaders."

>> "Superb, individually and as a team . . . they participated in the group as real collaborators and explorers."

>> "The leaders were exceptional in terms of the organization and direction/participation of activities."

>> "They created a very comfortable, welcoming atmosphere, and never forgot to help us explore real-life applications of our work. Terrific!"

I agree with such response to their teaching and leadership; it bodes well for their work with teaching colleagues and students alike in the new **Greenriver Charter School**.

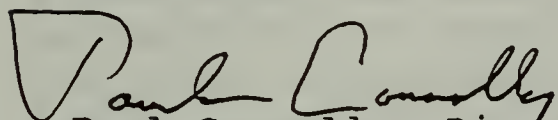




Equally promising is their familiarity, through their work in the Institute for Writing and Thinking, with the best theory and practice of teaching writing and using writing to learn across the curriculum. In any school of which they are a part, writing, collaborative learning, metacognition, and self-sufficient reflective practice will be valued not hortatively, in words alone, but in what happens and what is done -- in students' practice of learning in the classroom.

Whatever resources the Bard Institute for Writing and Thinking can lend to this new school, we will be glad to bring. Simon's Rock College, where Cindy now teaches and where the charter school will be located, is Bard College's sister institution, and the Institute would work to see this succeed for that reason alone. But Ric and Cindy are also colleagues whom I value for their creativity, integrity, hard work, dependability, dedication, and personal generosity toward other teachers and students. Whether working with Bard's students or with other teachers, they are individuals who, as their last Institute workshop suggested, teach "performatively" -- by enacting and embodying what they believe in. I will support them and their work in the charter school wholeheartedly.

Sincerely,

A handwritten signature in dark ink, appearing to read "Paul Connolly". The signature is fluid and cursive, with a large initial "P" and a long, sweeping underline.

Paul Connolly, Director  
Institute for Writing and Thinking and  
John D. and Catherine T. MacArthur Professor of Humanities  
Bard College





# Institute of Ecosystem Studies

Education Program  
Box R (Route 44A)  
Millbrook, New York 12545-0178  
Telephone 914-677-5359  
FAX 914-677-6455



December 23, 1997

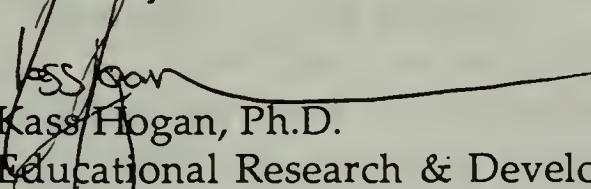
To Whom It May Concern,

I write to express my enthusiastic support for the Greenriver Charter School, and for the collaborative role that the Institute of Ecosystem Studies (IES) can play in its development. As a scientific research and educational organization, IES is poised to work with the school's staff and faculty as it shapes its science curriculum. The interdisciplinary field of ecology provides an excellent unifying framework for a strand of a middle school science program. We have developed both inquiry-based curriculum materials and teacher development programs in ecology that are nationally recognized, and which could form a foundation for our collaborations with the school.

I am especially keen on involving the school's teachers in my educational research on middle school students' collaborative scientific reasoning, and on the processes that exceptionally skillful teachers use to scaffold students' construction of scientific knowledge and skills. By working together to investigate and reflect on students' learning, and on the teaching practices that promote meaningful learning, I expect that we will generate insights and approaches that will benefit the entire school community. By documenting and sharing our research processes and findings we also will make contributions to the field of education as a whole.

For all of these reasons, I look forward to hearing that the Greenriver Charter School has been established, and to initiating our collaborative efforts.

Sincerely,

  
Kass Hogan, Ph.D.  
Educational Research & Development Specialist



109 Main Street  
Mill River  
MA 01244

January 1, 1998

Dr. Robert V. Antonucci  
Commissioner of Education  
One Ashburton Place  
Boston MA 02108

Dear Dr. Antonucci,

I am writing to urge you to support the proposed Hilltop Regional Charter School and to express my wholehearted desire for this vision of education to be granted a charter.

My husband and I put great stock in education and take the education of our four children very seriously. In attempting to meet their educational needs we have made use of both public and private education, in addition to home education. Some of our children have special educational needs requiring alternative approaches, while some need challenges.

A school with the goals articulated by the Hilltop Regional Charter school would allow students to make use of their own individual strengths, shape their own education and have a vested interest in their own success.

As proposed, the Hilltop Regional Charter School offers the strengths of home education, with its ability to address individual needs, the inclusiveness and resources of the public school system, and the resources of private education, all that Simon's Rock makes available to this venture.

All of this hinges on vision and commitment, with the children being the focus. I have an uncommon respect for Ric Campbell, and a certainty in his ability to realize the vision of Hilltop Regional Charter School.

One does not have to look far to see the need for alternatives in education. We are a varied species and the more we learn about ourselves, how creativity and the human brain functions, we can





only embrace the need for schools with the vision and purpose of Hilltop Regional Charter School.

Once again, I would like to strongly urge you to issue a charter for the Hilltop Regional Charter School.

Sincerely,

*Catherine McCabe Ciaran McCabe*

Catherine and Ciaran McCabe





# SIMON'S ROCK COLLEGE

FS

## OF BARD

December 23, 1997

Mr. David Ornstil  
270 Hillsdale Road  
Egremont, MA 01230

Mr. Ric Campbell  
P.O. Box 312  
Ghent, NY 12075

Dear David and Ric:

On behalf of the Board of Trustees of Bard College, the Board of Overseers of Simon's Rock, and President Leon Botstein, I am pleased to write in support of your proposal to establish a Commonwealth Charter School in the Berkshires.

We believe that the plans you have developed promise a school that will offer students and their families an exciting and important public school alternative, and we will be pleased to do what we can to support your initiative.

Simon's Rock is itself an alternative, designed to meet the needs of bright, highly motivated students who are ready to begin college after the tenth or eleventh grades. We are also committed to developing new educational models for adolescents. Your plans, therefore, are of great interest to us.

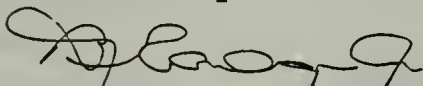
As we have discussed, the college will be pleased to be a partner in your endeavor: by leasing you a building and space on our Upper Campus; by offering opportunities for your students to have access to our library, science facilities, athletic center and cultural programs; by developing collaborations between our faculty and yours; by developing a mentoring program with our older students; by offering your qualified older students the opportunity to enroll in Simon's Rock classes; etc. President Botstein and I are also pleased to accept your invitation to serve on the Board of the Charter School.



Mr. Ric Campbell  
Mr. David Ornstil  
December 23, 1997  
Page Two

We look forward to further defining and developing such a collaborative relationship if your proposal for a Charter School is approved, and we wish you success in your application.

Sincerely,



Bernard F. Rodgers, Jr.  
Vice President & Dean of the College

BFR/bl

cc: Pres. Leon Botstein





F6



To: Massachusetts Board of Education

From: <sup>R.</sup>Tina Packer, Artistic Director, Shakespeare & Company

Re: Charter School at Simon's Rock College

Date: January 2nd 1998

From the office  
of the Artistic Director

The Mount  
2 Plunkett Street  
P.O. Box 865  
Lenox, Massachusetts  
01240-0865

413-637-1199 ext. 102  
413-637-4274 fax  
www.shakespeare.org

**Board of Trustees**

*Neil J. Colvin, Chairman*

*Tina Packer, President*

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*Dennis Krausnick*

*Frances Martinson*

*Paul Martinson, Emeritus*

*Harry B. Mathews*

*Michael Miller*

*Dr. Josephine L. Murray*

*Helga S. Orshofer*

*Steve Pavlovsky*

*Caryl Rivers*

*Anita Waxman*

*Nathan D. Winstanley*

I enthusiastically endorse the creation of a Charter School on the Simon's Rock Campus. Shakespeare & Company and Simon's Rock have collaborated in numerous ways over the years and share many common ideas about education. To build an environment where creativity is put in the center of the curriculum - both in the sciences and the arts - and where every student is developed through individual attention, close monitoring and collaborative learning is a very exciting proposition for Berkshire County. For many years, Shakespeare & Company has been studying the pedagogy of teaching. We teach fourth grade through graduate. To be able to influence the teaching in a school which is set up to develop creativity in school children is an exciting proposition for us. To continue our collaboration with Simon's Rock will further enrich both institutions. To have a place where we can put our best teaching principles into practice should take us - local community and educators - all to another level of educational understanding.

*Tina Packer*





## LAMME AND LINSOTT

ATTORNEYS AT LAW

22 ELM STREET

GREAT BARRINGTON, MASSACHUSETTS 01230

TELEPHONE (413) 528-1040

TELECOPIER (413) 528-9680

JAMES M. LAMME III  
WENDY T. LINSOTT

December 18, 1997

Dr. Robert V. Antonucci  
Commissioner of Education  
Department of Education  
One Ashburton Place  
Boston, MA 02108

Re: Hilltop Regional Charter School

Dear Dr. Antonucci:

I am writing to express my enthusiastic support for the issuance of a charter for the Hilltop Regional Charter School.

I am a resident of the town of Egremont, one of the member towns of the Southern Berkshire Regional School District, and the mother of a thirteen-year-old who was enrolled for five years in the elementary school in that District. I have been practicing law in the town of Great Barrington for eighteen years and am a lifelong resident of Berkshire County, having been educated in the Richmond and Pittsfield public school systems. I have always had a deep commitment to public education, and I have a pretty good understanding of the strengths and weaknesses of the public offerings currently available to Southern Berkshire County students.

There is no question that area students can get a good education at the schools in both the Southern Berkshire and the Berkshire Hills Regional Districts. What excites me about Hilltop is that it will offer area students a broader choice in deciding how to pursue their education. The potential tie-in with Simon's Rock College of Bard would mean that Hilltop students will have access to superb science, athletic and performing arts facilities, an excellent library, and quality academic resources, particularly at the higher grade levels. The aim of the Hilltop's organizers is to provide an individualized educational program for each student, taking into account the student's learning style and his or her academic talents and needs. The concept of an academically rigorous program that is tailored to each individual's abilities and infused with the arts is a very exciting concept - and it is what every school ought to offer. Sadly, there is nothing like this currently available to the students of Southern Berkshire County.



If the two area Districts share any weakness, it is that neither has a very strong middle school program. It seems to me (as one who admittedly has no formal training in the area of education), that this is a critical age for students when the risk of losing those who are not engaged and excited about what school offers is high. The fact that Hilltop intends to open its school with a program designed for just that age group is extremely important. Hopefully it will give those students who might be actively pursuing alternatives outside the public arena an option that will keep them engaged and invested in the public system.

Although I have emphasized the academic benefits that Hilltop will offer, I certainly understand that a Charter School must be available to and attractive to the entire range of students. I think the fact that Catherine Tower, with her well established credentials in the field of Special Education, has been involved in the Hilltop initiative from the beginning is ample evidence that Hilltop will provide a nurturing environment for students of all abilities and needs.

My daughter is currently a seventh grade student in a private day school. We removed her from the public system at the end of fourth grade because she wanted increased academic challenge and because she wanted to study a foreign language, but it has always been our hope that we would be able to bring her back to the public system at the end of eighth grade. Hilltop Regional Charter School is the option that most excites and interests me. I strongly urge you to act favorably on its application for a charter.

Very truly yours,



Wendy T. Linscott

WTL:mal





**BERNARD F. RODGERS, JR.**

- CURRENTLY** Vice President & Dean of the College  
Simon's Rock College of Bard
- ADDRESS** Simon's Rock College of Bard  
84 Alford Road  
Great Barrington, MA 01230  
(413) 528-7239  
E-mail: brodgers@simons-rock.edu
- P.O. Box 778  
Great Barrington, MA 01230  
(413) 528-0938
- EDUCATION** Ph.D. in English, with Honors,  
**The University of Chicago**, 1975.  
Dissertation: "Stalking Mr. Reality: The Fiction of Philip Roth."
- M.A. in English, **The University of Bridgeport**, 1972
- B.S. in English and Education, magna cum laude, **Mount Saint Mary's College (MD)**, 1969
- HONORS** Who's Who in America, 1996
- Who's Who in American Education, 1995.
- Fulbright-Hays Senior Lectureship in American Literature to Poland, 1979-1980.
- Ford Foundation Dissertation Fellowship at the University of Chicago, 1974-1975.
- University of Chicago Fellowship, 1973.
- Who's Who Among Students in American Colleges and Universities; Lambda Iota Tau, Pi Delta Epsilon, Delta Epsilon Sigma honor fraternities; Monsignor Tierney Honor Society; and a variety of individual awards for scholarship and leadership. Mt. St. Mary's College, 1969.





## ADMINISTRATION

### **Simon's Rock College of Bard**

Vice President & Dean of the College (1987-present); Dean of Academic Affairs (1985-1987). Chief officer of the Simon's Rock campus, reporting directly to the President and Executive Vice President of Bard College, with responsibility for all aspects of planning, management, budgeting, personnel, resource, program, and facilities development.

### **City Colleges of Chicago/Central Administration**

Special Assistant to the Chancellor (1984-1985). Chief planning officer for this eight-campus urban community college system; chief liaison with other agencies and institutions of higher education.

### **North Central Association of Colleges and Schools, Commission on Institutions of Higher Education**

Assistant Director (1982-1984). Responsible for liaison with 200+ member colleges and universities, for development of policy papers that resulted in changes of Commission policies on general education and public relations, for revision of Commission publications and for external presentations to various agencies and organizations throughout the region.

### **Chicago City-Wide College/City Colleges of Chicago.**

Chairperson, College Acceleration Program and Member of the Administrative Council (1980-1982); Producer and Host, "Conversations with Chicago Writers," a monthly interview program broadcast on WNIB-FM (1981-1982); Chairperson, Literature and Humanities Department, College Acceleration Program (1977-1979).

### **The University of Chicago**

Associate Producer (1974-1975), Producer (1975-1976), "Perspectives," a daily television talk show broadcast on WLS-TV (ABC) in Chicago.

## TEACHING

### **Simon's Rock College of Bard**

Faculty in English, 1985-present.

Courses Taught: Freshman Composition; Freshman Seminar; Sophomore Seminar; American Modernism; Modern Drama; Writers from the Other Europe; Development of the Nineteenth-Century Novel; Debating America: The Federalist and Anti-Federalist Papers; History, Politics and the Novel; Contemporary American Fiction; The Harlem Renaissance.



Tutorials Offered: Surrealism; Contemporary World Drama; 19th Century French and Russian Novel; Modern Fiction; Experimental Fiction 1945-1997; Susan Sontag; Saul Bellow and Philip Roth; Don DeLillo; T.S. Eliot and Ezra Pound; Milan Kundera; Vaclav Havel; Kurt Vonnegut; Thomas Pynchon. Supervised senior theses.

**Chicago City-Wide College/City Colleges of Chicago.**

Instructor, Assistant Professor of Literature and Humanities, 1975-1982.

Courses Taught: Freshman Composition, Ideas in Prose, Introduction to Fiction Introduction to Drama, Great Books, Introduction to the Humanities, Popular Culture. Experience with courses by newspaper, courses by television, adult education, programs offered through community and government agencies, and other nontraditional programs, in addition to primary responsibility for teaching in the College Acceleration Program--a program offering college courses to high school honors seniors in schools throughout the city of Chicago.

**Marie Curie-Sklodowska University (Lublin, Poland).**

Fulbright-Hays Senior Lecturer in American Literature, 1979-1980.

Courses Taught: ESL, Survey of American Literature; M.A. seminars in American Studies, American Modernism. Supervised M.A. theses.

**Chicago Public Library**

Associate Scholar, The Writing in Chicago Program, 1976-1978.

Lecture Series: The Chicago Renaissance in Retrospect--Writing in Chicago 1890-1930;

Since the Renaissance--Writing in Chicago 1930-1978; Chicago and the Twenties; Contemporary Chicago Writing--the Forties and Fifties; Contemporary Chicago Writing--the Sixties; Contemporary Chicago Writing--the Seventies.

**The University of Chicago Extension**

Lecturer in American Literature, 1975.

Course Taught: Bellow, Malamud, Roth, and Contemporary Jewish-American Literature.

**The University of Bridgeport**

The Shakespeare Institute, 1972.

Seminar Coordinator and Director of Improvisational Workshop.

**Somers Central High School (Lincolndale, N.Y.).** English Teacher and Director of Drama, 1969-1972.





Leon Botstein, President  
Bard College  
Annandale-on-Hudson, NY 12504

Born Dec. 14, 1946  
Zurich, Switzerland

## CURRICULUM VITAE

President, Bard College, Annandale-on-Hudson, NY Leon Levy Professor in the Arts and Humanities	1975--
President, Simon's Rock College of Bard, Great Barrington, MA	1979--
Music Director, American Symphony Orchestra, New York City	1992--
Artistic Director, American Russian Youth Orchestra, New York City	1995--
Editor, <i>The Musical Quarterly</i>	1992--
Visiting Professor, Lehrkanzel für Kultur und Geistesgeschichte, Hochschule für angewandte Kunst, Vienna	Spr. 1988
Visiting Faculty, Manhattan School of Music, New York City	1986
President, Franconia College, New Hampshire	1970-1975
Special Assistant to the President of the Board of Education of the City of New York	1969-1970
Lecturer, Department of History, Boston University	1969
Non-Resident Tutor, Winthrop House, Harvard University	1968-1969
Teaching Fellow, General Education, Harvard University	1968-1969

## Education

Ph.D. History, Harvard University	1985
A.M. History, Harvard University	1968
B.A. History (with Special Honors), The University of Chicago	1967
Graduate, The High School of Music and Art, New York City	1963

## Honors and Awards

Honorary Doctorate in Humane Letters, Western Connecticut State University	1997
Centennial Medal of the Harvard Graduate School of Arts and Sciences	1996
National Arts Club Gold Medal	1995
Fellow of the American Academy of Arts and Sciences	1993--
Honorary Doctorate in Humane Letters, Salisbury State University, MD	1988
The University of Chicago Alumni Assn. Professional Achievement Award	1984
Honorary Doctorate in Humane Letters, Cedar Crest College, PA	1980
Rockefeller Fellow, The Aspen Institute for Humanistic Studies	1978
Annual Award, National Conference of Christians and Jews, NH	1975
Sloan Foundation Urban Fellowship	1969
Danforth Foundation Fellowship	1967
Woodrow Wilson Fellowship	1967
Howell Murray Alumni Award, The University of Chicago	1967





G3

Robert B. Strassler  
Curriculum Vitae

HOME ADDRESS: 287 Kent Street, #6  
Brookline, MA 02146  
(617) 277-2664

SUMMER HOME : RR#2, Box 102,  
West Road  
Alford, MA 01266  
(413) 528-0053

BUSINESS ADDRESS: 321 Main Street, P.O. Box 750  
Gt. Barrington, MA 01230  
(413) 528-3225, (617) 731-2772,

PLACE OF BIRTH: Brooklyn, New York

NAME OF PARENTS: Samuel A. Strassler (deceased), Frieda Cohen Strassler

MARITAL STATUS: Married

NAME OF SPOUSE: Toni W. Strassler

CHILDREN: Matthew - 30; Karen - 27;

EDUCATION: Harvard College - BA, Magna Cum Laude, Class of 1959  
Harvard Business School - M.B.A., Baker Scholar, Class of 1961

ORGANIZATIONAL ACTIVITIES: Aston Magna Foundation for Music and the Humanities, Inc.,  
Member, Board of Trustees, 1974 - Present, Treasurer - 1980  
Co-Chairman 1982, Chairman, 1984 - Present

Viola da Gamba Society of America, Member, 1979 - Present

Viola da Gamba Society of Great Britain, Member, 1980 - Present

Anti Defamation League, Member of the Executive Committee of the  
New England Regional Chapter, 1985 - Present.

Action for Soviet Jewry, Waltham, Mass. Member of the  
Board of Trustees, 1986 - 1990

Member, Steering Committee, Project Exodus, Combined Jewish  
Philanthropies, 1990 - 1993

Simon's Rock College, Great Barrington, Mass., Trustee, 1976 - 1979

Simon's Rock College of Bard, Great Barrington, Mass.,  
Chairman, Board of Overseers, 1979 - June 1996

Bard College, Vice-Chairman, Board of Trustees, 1979 - 1992

Member of the Department of Astrophysics Advisory Council,  
Princeton University, 1984 - Present, Chairman - 1989 - Present

Member of the Visiting Committee to the Department of European  
Decorative Arts and Sculpture, Museum of Fine Arts, Boston,  
1986 - Present



Robert B. Strassler  
Curriculum Vitae

COMMUNITY  
ACTIVITIES:

Town of Alford, Mass. Planning Board Member, 1976 - 1982,  
Chairman, 1979 - 1982,  
Board of Appeals, Chairman, 1982 - 1984

Alford Fire Department, Member, 1972 - 1981

Member of the Board of the Massachusetts Foundation for  
Humanities and Public Policy, 1989 - 1995

PROFESSIONAL  
CAREER:

Mitre Corporation - Bedford, Mass., Management Analyst, 1961 - 1963

Maloney Crawford Corporation, Tulsa Okla., Chairman,  
Board of Trustees, and Chief Executive Officer, 1963 - 1984

Weston Associates, Great Barrington, Mass., General Partner,  
1960 - Present

The Barrington Foundation - Secretary and Treasurer, 1978 - Present

Ware Communications Corporation, Ware, Mass., Secretary and  
Treasurer, 1983 - 1992

National Gear Products, Inc. Westbury, N.Y., Chairman,  
Board of Trustees, 1985 - 1988

Boston Trade Bank, Member, Board of Trustees, Chairman,  
Compensation Committee, 1987 - 1990

Integrated Loan Services, Member, Board of Trustees, 1994 - Present;  
Chairman of the Board 1996 - Present

PUBLICATIONS:

'The Harbor at Pylos: 425 BC,' Note,  
*Journal of Hellenic Studies*, cviii, (1988) 198

'The Opening of the Pylos Campaign'  
*Journal of Hellenic Studies*, cx, (1990), 110

*Landmark Thucydides*, An edited edition of Thucydides  
The Free Press, 1996



